

2016 Annual Report to the School Community



School Name: Mount View Primary School

School Number: 4923



Name of School Principal:

Alison Rees

Name of School Council President:

Marcus Ransom

Date of Endorsement:

May 9, 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

Mount View Primary School is a friendly, vibrant and highly motivated community that enjoys the reputation of being one of the most respected primary schools in Victoria. The school provides an education where the students strive to achieve their personal best in all learning domains: cognitive, physical, spiritual, social and emotional.

The environment and programs in the school are inspired by, and reflect, the school's commitment to the Australian - Victorian Essential Learning Standards (AusVELS), as well as the International Baccalaureate Primary Years Programme (IB PYP). The school is a fully accredited IB World School.

As educators, we believe that learning opportunities are enhanced by the application of local, national and international frameworks and we have a holistic approach to education. Mount View PS embraces the concept of the children being respectful and active citizens who are shaped by, and have a responsibility to shape, the world in which they live.

Mount View Primary School had an end of year enrolment of 1113 students. The staff profile consisted of 87 full-time equivalent staff: 3 Principal class, 66 teachers and 21 educational support staff. The Mount View community is culturally diverse with a high percentage of families with a Language Background Other Than English. An outstanding, comprehensive and well supported program is provided for students with a hearing impairment through the school's Deaf Facility.

Framework for Improving Student Outcomes (FISO)

Mount View has worked hard to establish its reputation as an inclusive school. Children understand that we all have different strengths and can learn from one another. Learning is differentiated for the student with a focus on his/her specific needs. Learning intentions are developed throughout the learning and teaching program with clear guidelines for the learner - expectations, requirements and an understanding that this is a collaborative process with the students. Staff ensure that different approaches to teaching are developed so the learning is accessible for all. This includes the development of learning plans to capture the needs of the individual and the identification of what strategies best meet the needs of the young person.

Data is now owned by the year level and is carefully analysed so realistic targets are set for each cohort. Staff's ability and capacity to understand the data is improving and is a focus in P&D plans. This has allowed for a school wide, year level and class focus and evaluation, and enabled a greater focus on student growth within the 12 month period

The FISO school focus on developing leadership has seen teachers encouraged to take on middle leadership positions. In the future the school will be working with like-minded schools in developing leadership capacity.

Achievement

Mount View Primary School has gained outstanding results in student learning, with students achieving outcomes well above the state and national medians. When compared with students of similar backgrounds, Mount View's AusVELS data is considerably higher than other schools.

The data from the National Assessment Program (NAPLAN) was once again strong. It showed that Year 3 and 5 students are achieving very high results in the areas of Literacy and Numeracy. In 2016, at least 95% of students in both Year 3 & 5 achieved above the national standards in English and Mathematics. The school was extremely proud that for a second year, 90% of all Year 3 and 5 students were placed above the state's 25th percentile ranking.

All funded students with a disability (PSD) showed progress in achieving their individual learning improvement goals. They are to be commended on their positive approach and achievements.

In line with the IB PYP model, the school developed greater consistency in its approach to teaching through an inquiry and conceptually based curriculum. Mount View undertook a rigorous evaluation process in order to maintain its accreditation as an IB World School. The school successfully completed the evaluation and received a number of commendations.

In 2016, teachers completed professional learning in the areas of: inquiry learning, concept driven curriculum and action. Specialist teachers and education support officers were also provided additional professional learning in their specific domains.

Curriculum Framework implemented in 2016

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



Engagement

At Mount View Primary School student absence figures were significantly lower relative to both state results and schools with similar characteristics. The school took a proactive approach, carefully monitored student attendance and when necessary, worked to address particular issues with positive outcomes for the students.

The social environment of Mount View is based on students developing and demonstrating all the attributes of the IB Learner Profile as well as the IB PYP Attitudes. On the Department of Education's Attitudes to School Survey, pleasing results were acknowledged in the areas of school motivation, teacher empathy, school connectedness, learning confidence and connectedness to peers.

Programs to develop student voice and opportunities for additional student leadership were continued and effectively implemented throughout the year. Action is now becoming a collaborative concept - one where the children have a voice. The school participates in the International Schools to Schools Experience (ISSE) and this provides students and staff opportunities to travel to other countries for an educational experience as well as host students from around the globe. This year the ISSE program was aligned with the Tokoname Higashi Primary School, in Japan.

Mount View Primary School continued its sister school partnership with Fitzroy Valley District High School in the Kimberley Region of Western Australia. 21 staff members travelled to the Kimberley region in the school holidays to take part in the Walarruru - Australians on Country program. This sister school partnership brings together two school communities and blends together indigenous and non-indigenous ways of knowing.

Wellbeing

At Mount View Primary School a well-being program operates across the school, known affectionately as STARS. Each STARS student group comprise students from Prep to Year 6. This program supports student connectedness and provides a natural mentor system for our students. The Year 6 students are now leading the specific STARS sessions. This program is supported by the philosophy and practices of 'Circle Solutions'. In 2017, professional learning opportunities will be provided to staff members to work with Maria Ruberto to help build their capacity in the area of social and emotional development. This program and professional learning has had an extremely positive impact on student connectedness, engagement and leadership.

Individual Learning Improvement Plans (ILIP's) were monitored and broadened to ensure the provision of SMART goals across academic, social and emotional domains. This information was effectively communicated between teachers, ESO's and families.

Throughout 2016, the school continued to introduce more lunchtime clubs which has increased student engagement and participation in a range of programs. Lunchtime clubs catered for the following areas: Performing Arts, Visual Arts, environmental issues, sport, games, leadership, digital learning and AUSLAN.

For more detailed information regarding our school please visit our website at
<http://www.mountviewps.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.

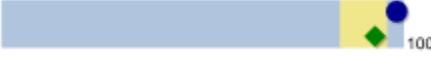
Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1088 students were enrolled at this school in 2016, 519 female and 569 male. There were 58% 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> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary 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>20%</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>7%</td> <td>44%</td> <td>49%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>48%</td> <td>42%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>48%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>50%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	47%	33%	Numeracy	7%	44%	49%	Writing	11%	48%	42%	Spelling	24%	48%	28%	Grammar and Punctuation	15%	50%	35%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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>94 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	95 %	95 %	94 %	95 %	94 %	<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 %	94 %	95 %	95 %	94 %	95 %	94 %										



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

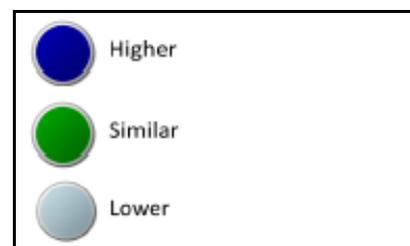
What are student outcomes?

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

Cash reserves have been strong due to careful and diligent financial planning. The Parents' Association's fundraising efforts, supported by the annual School Carnival and Art Show, made an extremely positive contribution to the school's financial position. Receipts were above expected projections and families supported the school by paying the school compulsory charges as well as the voluntary charges, which included tax deductible donations to the Library and Building funds. 2016 was a year in which the school planned for major infrastructure projects and human and physical resources to support the teaching and learning programs.

The 2017 Budget will provide financial support for updating of ICT infrastructure across the school and the resourcing of a new science facility. Additional funding has been budgeted for staffing to support student learning through the introduction of a Sensory Motor Program, increase to the English as an Additional Language and Learning Support programs, as well as ESO support for students at risk.

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	\$8,284,785	High Yield Investment Account	\$136,050
Government Provided DET Grants	\$973,532	Official Account	\$44,678
Government Grants Commonwealth	\$23,878	Other Accounts	\$338,955
Revenue Other	\$49,412	Total Funds Available	\$519,682
Locally Raised Funds	\$1,552,208		
Total Operating Revenue	\$10,883,815		
Expenditure		Financial Commitments	
Student Resource Package	\$7,990,971	Operating Reserve	\$121,565
Books & Publications	\$15,046	Asset/Equipment Replacement < 12 months	\$25,000
Communication Costs	\$13,891	Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Consumables	\$277,023	Maintenance - Buildings/Grounds incl SMS<12 months	\$70,500
Miscellaneous Expense	\$774,953	Revenue Received in Advance	\$24,883
Professional Development	\$106,855	School Based Programs	\$4,000
Property and Equipment Services	\$573,589	School/Network/Cluster Coordination	\$13,734
Salaries & Allowances	\$445,450	Capital - Buildings/Grounds incl SMS>12 months	\$250,000
Trading & Fundraising	\$143,498	Total Financial Commitments	\$519,682
Travel & Subsistence	\$51,196		
Utilities	\$52,448		
Total Operating Expenditure	\$10,444,921		
Net Operating Surplus/-Deficit	\$438,894		
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.