

2015 Annual Report to the School Community

McKinnon Primary School

School Number: 4366



Name of School Principal:

Andrew Popov

Name of School Council President:

Carly Griffen

Date of Endorsement:

Monday 18 April 2016

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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

McKinnon Primary School is recognised for high academic standards and outstanding achievements for all students in an inclusive environment. The school strives to develop students to become life-long learners, ensuring they develop academic, physical, creative, social and emotional skills in order for them to become responsible citizens of the 21st century. We aim for students to develop the intrinsic motivation and determination to achieve their personal best, now and in their adult life.

McKinnon Primary School is an authorized International Baccalaureate (IB) School World School and as such, implements the Primary Years Programme (PYP) from Foundation to Year 6. Our school is also accredited with the Council of International Schools. The school community is culturally diverse with a high percentage of families with a language background other than English. We are a multi-cultural community. Parents are actively involved in all aspects of school life, whether it be School Council, Parents' Club, classroom helpers, fundraising or social activities.

A learning partnership is established between the teacher, parent and student, where Three-Way conferences are conducted twice a year to establish future learning goals.

At the conclusion of 2015 McKinnon Primary School had a student population of 845 students, 3.0 EFT Principal Class Employees, a full time teaching staff of 48.6 EFT and 9.41 EFT Education Support staff.

Achievement

Students at McKinnon Primary School have performed well in 2015. Supported by highly effective teachers, student achievement is reflective of targeted instruction and learning. Students from Foundation to Year 6 performed well above the Standard for English and Mathematics against the AusVELS Teacher Assessments.

Our Year 3 NAPLAN results indicate that our students performed well against the median of all Victorian government schools in Reading and these same students performed exceptionally well in Numeracy. Our Year 5 NAPLAN results indicate a strong performance by students in the areas of Reading and Numeracy, and our 4-year average demonstrates our school's performance being above the median of all Victorian government schools.

The learning growth of students who completed NAPLAN at McKinnon Primary School in Year 3 (2013) and Year 5 (2015) continues to be pleasing with the Learning Gain being strongest in Grammar & Punctuation, Reading, Spelling and Writing.

Engagement

Student Engagement at McKinnon Primary School indicates a high level of Student Attendance with each year level being higher than the median of all Victorian government schools, except at Year 1 (difference of 1 school day) and Year 5 (difference of 0.4 school days).

Students in Year 3 reported an attendance rate of 94%, students in Foundation, Year 2, Year 4, Year 5 and Year 6 all reported attendance rates of 93%, students in Year 1 reported an attendance rate of 92%.

Our teachers ensure that student absences are followed up, and that students absent from school are supported with the learning during times of illness. The school community is responsive to online communications that support improved student attendance. The range of learning experiences that have students working within their Zones of Proximal Development contribute significantly to our students being highly engaged and challenged in their learning.

Wellbeing

The results of the 2015 Students Attitudes to School Survey completed by students in Years 5 and 6 indicate that our results are similar to other Victorian government schools when measuring student perceptions of safety. However our results indicate that student perceptions of their connectedness to school are lower than other Victorian government schools. Our 2015 results are consistent with our 4-year average.

In 2016 our students will be introduced to the VIA Character Strengths (Foundation – Year 6) and students in Foundation to Year 2 will be working with Kimochis to progress their personal learning and their readiness for learning. This forms a significant component of our Positive Education strategy as outlined in the 2016 Annual Implementation Plan.

Productivity

Effective allocation and use of resources has ensured a high degree of productivity for McKinnon Primary School. Strategic allocation people, time, space, funding, and facilities enabled the school to record a net operating surplus. Our professional learning schedule has taken advantage of Departmental initiatives that aimed to build the capacity of staff as well as further embedding our delivery of the IB PYP curriculum. Individual students benefit from Individual Learning Plans for specific aspects of English and/or Mathematics conceptual understandings.

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.

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

School Profile

Enrolment Profile

A total of 845 students were enrolled at this school in 2015, 411 female and 434 male. There were 24% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

Parent Satisfaction Summary

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



School Staff Survey

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

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



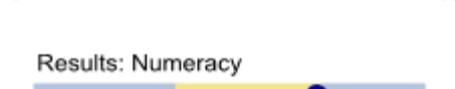
Performance Summary

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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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> Similar</p> <p> Higher</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> Similar</p> <p> Similar</p>

Performance Summary

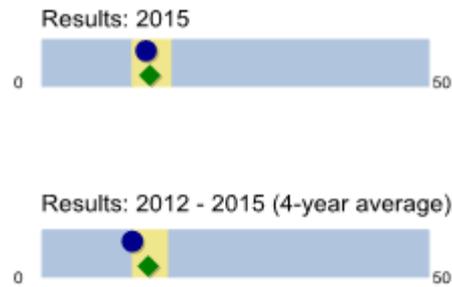
Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN 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" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>54%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>57%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>50%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>48%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>43%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	54%	28%	Numeracy	24%	57%	19%	Writing	24%	50%	26%	Spelling	23%	48%	29%	Grammar and Punctuation	23%	43%	34%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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
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 Similar

 Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	92 %	93 %	94 %	93 %	93 %	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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Lower</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

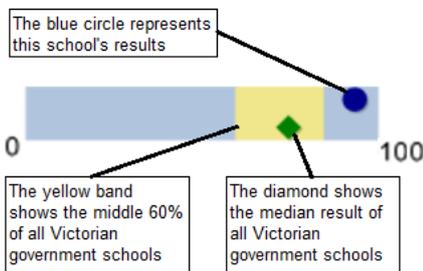
What are student outcomes?

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 colleges, 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.

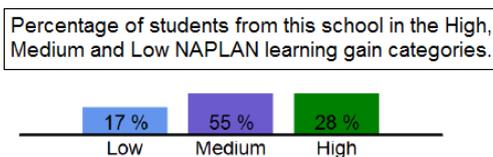
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

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 - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,268,307	High Yield Investment Account	\$196,234
Government Provided DET Grants	\$741,437	Official Account	\$2,321
Government Grants Commonwealth	\$10,950	Other Accounts	\$19,698
Government Grants State	\$46,399	Total Funds Available	\$218,253
Revenue Other	\$8,375		
Locally Raised Funds	\$1,129,125		
Total Operating Revenue	\$7,204,593		
Expenditure		Financial Commitments	
Student Resource Package	\$5,187,767	Operating Reserve	\$218,253
Books & Publications	\$3,832	Total Financial Commitments	\$218,253
Communication Costs	\$10,573		
Consumables	\$112,146		
Miscellaneous Expense	\$719,409		
Professional Development	\$94,557		
Property and Equipment Services	\$406,707		
Salaries & Allowances	\$140,020		
Trading & Fundraising	\$217,399		
Travel & Subsistence	\$450		
Utilities	\$41,676		
Adjustments	(\$21,732)		
Total Operating Expenditure	\$6,912,804		
Net Operating Surplus/-Deficit	\$291,789		
Asset Acquisitions	\$16,830		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

McKinnon Primary School provides students with an extensive range of learning programs. The school is resourced to provide educational experiences that support learning for the 21st century. Locally raised funds have supported our professional learning programs and key learning areas respectively. The school has shown due diligence and transparent accounting processes to ensure targeted expenditure to optimize our students' learning experiences and environment. The Finance Committee, of School Council, have applied the appropriate governance processes needed. The school was well positioned financially at the conclusion of 2015.