

2013 Annual Report to the School Community

McKinnon Primary School
School Number: 4366



Name of School Principal: Sandra Myrwoda

A handwritten signature in blue ink that reads "S. Myrwoda".

Name of School Council President: Geoff Gartly

A handwritten signature in blue ink that reads "G. Gartly".

Date Submitted: 02/04 /2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

McKinnon Primary School Vision

“McKinnon Primary School is committed to developing internationally-minded learners in a safe and nurturing environment, where students are empowered to develop 21st century skills and attitudes.”

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 with 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 is an authorized International Baccalaureate (IB) School World School and as such implements the Primary Years Programme (PYP) from Foundation to Year 6. In 2012 McKinnon also received Candidate Status within the Council of International Schools and undertook a major whole-school review with all stakeholders – staff, students and parents in preparation for the authorization team visit in 2014. The International accreditation will provide further evidence that McKinnon Primary School meets all standards at an international level.

Continuing with the *Engage With Asia - 2012 program*, the Mandarin language and cultural program was extended from Foundation to Year 6. Due to interest the after-school-hours program was continued. A further development was been introduction of the Mandarin Engagement Program for all Year 3 students. Special whole school activity days were held to celebrate and further develop our understanding of China, along with the introduction of the McKinnon Chinese Festival.

Asian Literacy has been embedded into our curriculum to meet the National standards, along with Sustainability and Aboriginal Studies.

McKinnon Primary School offers its 773 students a caring, safe and stimulating environment which engages and motivates student learning. The staff consists of 58 equivalent staff: 3 Principal class, 43 full time teachers, one .8 and one .6 teachers and 10 education support staff.

The school community is culturally diverse with a high percentage of families with a Language Background Other Than English. There is a sense of community. Parents are actively involved in all aspects of school life, whether it be School Council, Parents' Club, classroom helpers, fundraising and social activities. A learning partnership is established between the teacher, parent and student, where student-led conferences are conducted twice a year to establish future learning goals.

Achievement	Engagement	Wellbeing
<p>McKinnon Primary School has excellent achievements in student learning with students achieving outcomes well above the state median. The school has higher than other schools when taking into account their students' backgrounds. McKinnon Primary School establishes a positive learning environment to encourage the development of co-operative learning, self motivation, risk taking, thinking strategies, decision making and problem solving skills.</p> <p>Our approach is to develop the “whole” child through innovative and engaging programs. Learning Technology is promoted in all classrooms, with interactive whiteboards in every classroom. Emphasis is placed on Literacy and Numeracy. The importance of all students learning to read and write is paramount and the Early Literacy framework has been extended to cover all levels in the school, utilizing both explicit teaching and cooperative group activities.</p> <p>Our whole-school summative and formative assessment program provides data to monitor each student's progress and enables us to plan differentiated curriculum, which will be continued in 2014.</p> <p>The school will continue to invest in the professional development for both new and continuing staff in professional learning in order to best meet the different learning styles and capacities of our students.</p>	<p>McKinnon Primary School provides the best possible education for every student in an exciting, challenging and rewarding environment where safety and care is paramount.</p> <p>At McKinnon Primary School, the social environment is based on students developing and demonstrating all the attributes of the IB Learner Profile, as well as the IB PYP Attitudes.</p> <p>Programs to enhance student voice, student engagement and well-being across the school include the following programs: Bluearth, Rock & Water, Year 6 Leadership and Buddies. Our Celebration of Learning assemblies and Student of the Week awards reinforce our student development goals of appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm independence, integrity, respect and tolerance. These programs also support all students in developing self-esteem, confidence, resilience and wellbeing.</p> <p>Our student well-being management program ensures that all children are treated equally and fairly, and that bullying and intolerance are not accepted.</p> <p>McKinnon provides a stimulating, safe and nurturing environment. Our attendance data and Attitudes to School Survey will be further improved through the involvement of Year 6 students in the Rock & Water program.</p>	<p>McKinnon Primary School has an excellent program in place to support the transition of students entering and exiting the school, in addition to the transition of students between year levels.</p> <p>McKinnon values the support of our local kindergarten and child care centres and strives to maintain a sense of co-operation and partnership with them.</p> <p>Our extensive transition program provides sessions for pre-school children and their parents to attend weekly throughout Term 4. This involvement in the school provides a vehicle to heighten both awareness and familiarity within the school setting. Children are involved in weekly activities with all the Prep teachers and enrolling students, assisting them to feeling part of the “big” school. An information evening is held for parents where all their questions are answered. McKinnon aims to assist all families to feel relaxed, confident and prepared for primary school life at McKinnon Primary. McKinnon provides a transition program for all students Prep to 6. Throughout Term 4 the whole school goes into transition mode. Each week the students rotate between the teachers in their level, enabling them to meet all the teachers and go into the various rooms that will be in their area the following year.</p> <p>Year 6 students' self-esteem and confidence are supported through our leadership program, graduation activities and strong links with our feeder secondary schools.</p>

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 773 students were enrolled at this school in 2013, 369 female and 404 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Higher</p> <p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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 schools:
Result for this school: Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth 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>24%</td> <td>49%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>41%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>57%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>43%</td> <td>37%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>7%</td> <td>53%</td> <td>40%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	49%	27%	Numeracy	18%	41%	41%	Writing	15%	57%	28%	Spelling	20%	43%	37%	Grammar and Punctuation	7%	53%	40%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	24%	49%	27%																							
Numeracy	18%	41%	41%																							
Writing	15%	57%	28%																							
Spelling	20%	43%	37%																							
Grammar and Punctuation	7%	53%	40%																							

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="561 792 1034 891"> <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>92 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	94 %	94 %	95 %	95 %	95 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	94 %	94 %	95 %	95 %	95 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary 2013

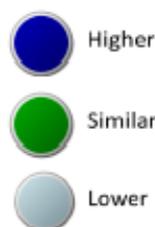
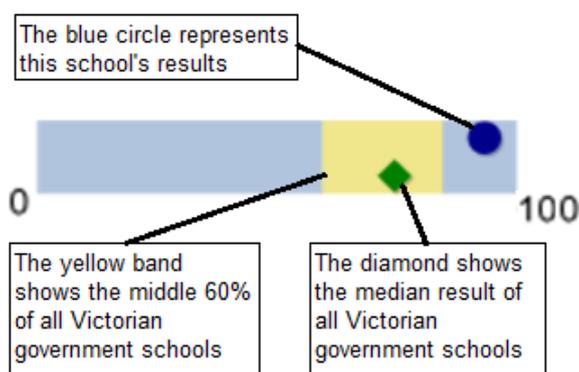
What are student outcomes?

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.



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 Indigenous 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.

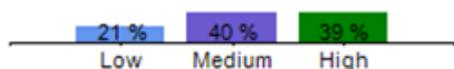
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$569,704
Government Grants Commonwealth	\$12,706
Revenue Other	\$14,469
Locally Raised Funds	\$1,481,254
Total Operating Revenue	\$2,078,133

Funds Available	Actual
High Yield Investment Account	\$7,546
Official Account	\$16,456
Other Accounts	\$78,839
Total Funds Available	\$102,841

Expenditure	
Books & Publications	\$2,043
Communication Costs	\$10,325
Consumables	\$113,530
Miscellaneous Expense	\$492,687
Professional Development	\$166,585
Property Maintenance	\$613,940
Salaries & Allowances	\$167,532
Trading & Fundraising	\$240,561
Utilities	\$42,847
Total Operating Expenditure	\$1,850,050

Financial Commitments	
Operating Reserve	\$102,841
Total Financial Commitments	\$102,841

Net Operating Surplus/-Deficit	\$228,082
Asset Acquisitions	\$9,182

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

The school has all appropriate internal control procedures in place according DEECD guidelines. This has been confirmed in all of our external auditor reports.