

# 2017 Annual Report to the School Community



School Name: Mckinnon Primary School

School Number: 4366

*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

McKinnon Primary School is recognised for high academic standards and outstanding achievements for all students in an inclusive environment. We are committed to developing internationally minded learners in a safe and nurturing environment. Students are empowered to develop 21<sup>st</sup>-century skills and attitudes that develop respect, compassion, caring and understanding for their role as global citizens. McKinnon Primary School is an authorized International Baccalaureate (IB) School World School implementing the Primary Years Programme (PYP) from Foundation to Year 6. The school community is culturally diverse with a high percentage of families with a language background other than English. We celebrate that 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 reflect on and establish future learning goals. At the conclusion of 2017 McKinnon Primary School had a student population of 820 students (this number includes our international students), 3.0 EFT Principal Class Employees, a full time teaching staff of 46.1 EFT and 11.3 EFT Education Support staff.

### Framework for Improving Student Outcomes (FISO)

In 2017 the school selected three areas of focus from the Framework for Improving Student Outcomes:

1. Excellence in Teaching and Learning - Curriculum planning and assessment,
2. Professional Leadership - Building leadership teams
3. Positive Climate for Learning- Empowering students and building school pride.

The focus was on consolidating Professional Learning Teams aligned with our AIP goals which shared best practiced and built the capacity of all staff. Additionally building the leadership capacity of all leaders by facilitating fortnightly professional learning sessions for all leaders. This led to improved team dialogue focused on teaching and learning. Finally, the Student Leadership Model was reviewed to increase student leadership opportunities across all year levels and provide student voice on what happens at our school, with increased participation of students in our school community.

### Achievement

Students at McKinnon Primary School have performed well in 2017. 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 Victorian Curriculum.

Our Year 3 NAPLAN results indicate that our students performed well against the median of all Victorian government schools in Reading and in Numeracy. Our Year 5 NAPLAN results indicate a strong performance by students in the areas of Reading and Numeracy, with our students achieving above 60% of all Victorian government schools.

The learning growth of students who completed NAPLAN at McKinnon Primary School in Year 3 (2015) and Year 5 (2017) continues to be pleasing with the Learning Gain in all domains above 30% of all students demonstrating high growth.

### Engagement

McKinnon Primary School supports students to reach their full potential by providing a challenging, nurturing and safe learning environment and a positive school culture that is fair and respectful to engage and support their learning. Students who attend school regularly increase their engagement levels and feel connected to school on many levels. In 2017 our student attendance rates were similar to schools with similar characteristics. Across all year levels, we identified low absence rates in Year 1, Year 3, Year 5 and Year 6 with students having the highest attendance rates of 94%, followed by Foundation and Year 4 students with 93%, whereas the attendance rate in Year 2 was 92%. Many strategies were reinforced to support the better identification of approved and unapproved attendance. All systems allowed for better tracking and monitoring processes. The Primary Years Program (PYP) provided academic rigour, high levels of engagement and conceptualised learning through a range of Units of Inquiry. Teachers made explicit links to the Cross Curriculum Priorities of the Victorian Curriculum. The levels of engagement have been particularly noted with a lot of student-initiated action been taken in areas across the school.

### Wellbeing

At McKinnon Primary School our students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Students experience a sense of belonging and connectedness that respects diversity and identity as our students have rich cultural backgrounds to draw from. The 2017 Year 4 to Year 6 Attitudes to School Surveys revealed a significant increase in Student Connectedness being well above the medium of Victorian Schools. We also scored above medium schools for the Management of Bullying. The overall measures were similar to like schools. To support our student we use a number of strategies throughout the school. These include: Circle Time, Restorative Practice Conversations, VIA Character Strengths, Kimochi Characters, and Positive Behaviour Management has provided all staff with the tools to promote high levels of student behaviour, engagement in learning and positive relationships. Parent workshops were offered to target Restorative Practice and Behaviour Management to help our families better understand the strategies the school adopts to support student wellbeing. The feedback from staff, and families who accessed workshops has been very positive. Restorative Practice training resulted in a student centered program called "Playground Pals" in which students in Year 4-6 assisted in playground conflict management using the Restorative Practice questions.

For more detailed information regarding our school please visit our website at [mckinnon-primary.vic.edu.au](http://mckinnon-primary.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>In February 2017 a total of 792 students were enrolled at this school, 385 female and 407 male.</p> <p>36 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>NAPLAN Learning Gain</b> 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>54%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>47%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>39%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>39%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>43%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	54%	33%	Numeracy	17%	47%	35%	Writing	28%	39%	33%	Spelling	23%	39%	38%	Grammar and Punctuation	21%	43%	36%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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 1010"> <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>93 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	92 %	94 %	93 %	94 %	94 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	92 %	94 %	93 %	94 %	94 %										



## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></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>	Similar

# 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 judgments against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

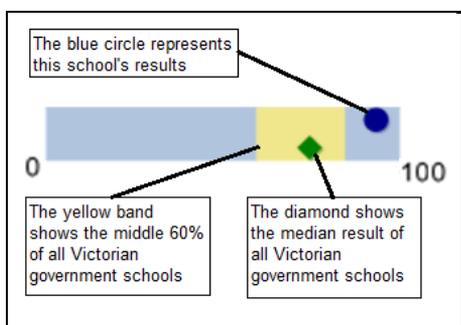
### Engagement

- 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).

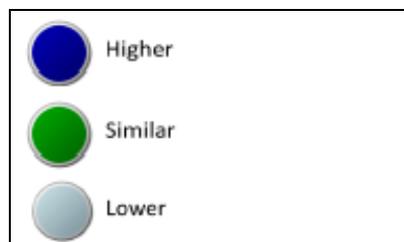


## What does *School Comparison* refer to?

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

McKinnon Primary School completed 2017 in a financially sound position. This surplus was due to a number of factors, primarily a balance of \$233,469 carried forward from the previous year. The school's commitments were closely monitored by the School Council. Some of the expenditure for 2017 related to the installation of shade sails over two of our playgrounds, removal of dead trees, new basketball backboards and lighting improvements in our 16 POD classrooms. Maintenance of buildings and grounds, the cost of leased equipment and innovative curriculum initiatives continue to be significant items of expenditure. McKinnon Primary is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining the facilities at the current high standard.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,516,678	High Yield Investment Account	\$578,198
Government Provided DET Grants	\$849,137	Official Account	\$51,906
Government Grants Commonwealth	\$29,157	Other Accounts	\$5,710
Government Grants State	\$14,000	<b>Total Funds Available</b>	<b>\$635,814</b>
Revenue Other	\$12,890		
Locally Raised Funds	\$876,879		
<b>Total Operating Revenue</b>	<b>\$7,298,742</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$10,764		
<b>Equity Total</b>	<b>\$10,764</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$5,358,841	Operating Reserve	\$211,700
Books & Publications	\$4,200	Asset/Equipment Replacement < 12 months	\$30,409
Communication Costs	\$13,815	Capital - Buildings/Grounds incl SMS<12 months	\$180,000
Consumables	\$123,513	Maintenance - Buildings/Grounds incl SMS<12 months	\$40,000
Miscellaneous Expense <sup>3</sup>	\$584,217	Revenue Received in Advance	\$169,880
Professional Development	\$48,499	School Based Programs	\$3,700
Property and Equipment Services	\$420,094	Other recurrent expenditure	\$125
Salaries & Allowances <sup>4</sup>	\$65,858	<b>Total Financial Commitments</b>	<b>\$635,814</b>
Trading & Fundraising	\$105,680		
Travel & Subsistence	\$1,757		
Utilities	\$52,458		
Adjustments	(\$75)		
<b>Total Operating Expenditure</b>	<b>\$6,778,857</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$519,885</b>		
<b>Asset Acquisitions</b>	<b>\$14,803</b>		



- (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 2017 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 refer 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.*