State Government Victoria | **Department of Education & Training**

2014 Annual Report to the School Community

McKinnon Primary School

School Number: 4366

Name of School Principal: Sandra Myrwoda

Name of School Council President: Jamie Jones

Date of Endorsement: 5/05/2015

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 2014.

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 2014 McKinnon also received Accreditation Status within the Council of International Schools. This acclaimed recognition was a result following a major whole-school review with all stakeholders – staff, students and parents. The accreditation in both international organisation provides further evidence that supports McKinnon Primary School's recognition of meeting all standards at an international level.

Continuing with the *Engage With Asia - 2012 program,* the Mandarin language and cultural program has continued to successfully expand across all levels in the school. Along with the after-school-hours program we extended the Mandarin Engagement Program for all Year 3 & Year 4 students. Our school was invited to perform at the Melbourne Chinese New Year Festival and the Glen Eira Chinese Senior Citizens Christmas Festival. In 2014 we introduced a Year 6 Student Tour to China. 12 very excited students and 5 staff were involved in their extremely successful visit to our city school in Changzhou, and to the cities of Shanghai, Xian, Beijing and Hong Kong. All of the programs are supporting the development of true international mindedness for our students and their parents.

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

McKinnon Primary School offers its 772 students a caring, safe and stimulating environment which engages and motivates student learning. The staff consists of 58 equivalent staff: 3 Principal class, 54 full time teachers, 1 .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 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 student-led conferences are conducted twice a year to establish future learning goals.

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Achievement

McKinnon Primary School has excellent achievements in student learning with students achieving outcomes well above the state median.   The school has higher achievement than other schools when taking into account the significant range of students' backgrounds.

McKinnon Primary School establishes a positive learning environment where co-operative learning, self motivation, risk taking, thinking strategies, decision making and problem solving skills is promoted and encouraged.
.
Our approach is to develop the "whole" child through innovative and engaging programs. Digital Learning is promoted in all classrooms, with interactive whiteboards in every classroom. Emphasis is placed on Literacy and Numeracy with explicit teaching is incorporated along with our transdisciplinary approach.   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.

The whole-school summative and formative assessment program provides data to monitor each student's progress and enables all teachers to plan differentiated curriculum as they use data monitor progress and plan curriculum to meet the needs of the individual child.

The school will continue with its commitment 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.

Engagement

McKinnon Primary School provides the best possible education for every student in an exciting, challenging and rewarding environment where safety and care is paramount.

At McKinnon, 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.

Programs to enhance student voice, student engagement and well-being across the school include the following programs: Rock & Water, Year 6 Leadership involving every student in the year level and the Prep Buddies program. 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.

Our student well-being management program ensures that all children are treated equally and fairly, and that bullying and intolerance are not accepted.

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.

Wellbeing

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.

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.

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

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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.

Year 6 students' self-esteem and confidence are supported through our leadership program, graduation activities and strong links with our feeder secondary schools.

Productivity

At McKinnon Primary School we allocate resources which include human, financial, time, facilities, and materials to maximise student achievement, engagement and wellbeing.

We analyse and strategically direct a broad range of resources to support our programs.

We develop links with neighboring schools and other educational providers to maximise learning opportunities for staff and students.

The budget allocation has sustained the purchase of quality resources to support the implementation of the Literacy and Numeracy programs.

Sophisticated ICT hardware and improved infrastructure has been installed across the school to support high quality instructional practice and improved student engagement and wellbeing.

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

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 772 students were enrolled at this school in 2014, 375 female and 397 male.

Overall socio-economic profile

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

| low | low-mid | mid | mid-high | high |

Proportion of students with English as a second language.

| low | low-mid | mid | mid-high | high |

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.

1 — 7

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.

0 — 100

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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
Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English 0 — 100 Results: Mathematics 0 — 100	● Similar ● Similar
NAPLAN Year 3 Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year. Year 3 assessments are reported on a scale from Bands 1-6. Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.	Results: Reading 1 2 3 4 5 6 Results: Reading (4-year average) 1 2 3 4 5 6 Results: Numeracy 1 2 3 4 5 6 Results: Numeracy (4-year average) 1 2 3 4 5 6	● Similar ● Similar ● Similar ● Higher
NAPLAN Year 5 Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year. Year 5 assessments are reported on a scale from Bands 3-8. Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.	Results: Reading 3 4 5 6 7 8 Results: Reading (4-year average) 3 4 5 6 7 8 Results: Numeracy 3 4 5 6 7 8 Results: Numeracy (4-year average) 3 4 5 6 7 8	● Similar ● Similar ● Similar ● Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
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Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 25 % / 51 % / 24 % — Low / Medium / High **Numeracy** 25 % / 54 % / 20 % — Low / Medium / High **Writing** 13 % / 50 % / 37 % — Low / Medium / High **Spelling** 25 % / 48 % / 27 % — Low / Medium / High **Grammar and Punctuation** 22 % / 48 % / 30 % — Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

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Result for this school: ● Median of all Victorian government schools: ◆

Engagement	Student Outcomes	School Comparison

Student Attendance

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2014 attendance rate by year level:

Results: 2014

0 ────────────────── 50

Results: 2011 - 2014 (4-year average)

0 ────────────────── 50

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	95 %	93 %	94 %	95 %	94 %	94 %

Similar

Similar

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Performance Summary

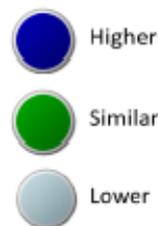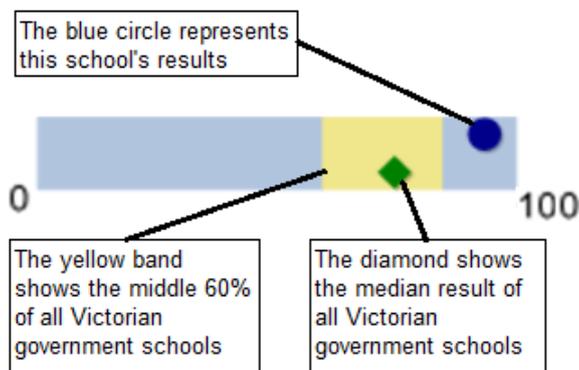| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2014 Results: 2011 - 2014 (4-year average)	Lower Lower

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.

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all 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'.

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

17 %	55 %	28 %
Low	Medium	High

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.
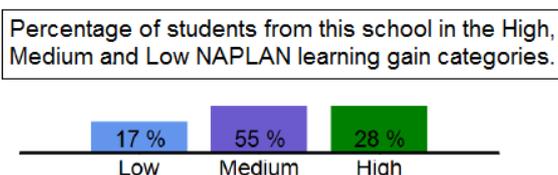
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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.

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Financial Performance and Position

Revenue	Actual
Student Resource Package	$4,890,869
Government Provided DE&T Grants	$528,787
Government Grants Commonwealth	$14,396
Government Grants State	$38,212
Revenue Other	$23,980
Locally Raised Funds	$650,646
Total Operating Revenue	**$6,146,890**

Funds Available	Actual
High Yield Investment Account	$28,782
Official Account	$25,800
Other Accounts	$13,343
Total Funds Available	**$67,925**

Expenditure	
Student Resource Package	$4,835,606
Books & Publications	$182
Communication Costs	$9,652
Consumables	$77,249
Miscellaneous Expense	$526,806
Professional Development	$139,306
Property and Equipment Services	$484,540
Salaries & Allowances	$140,448
Trading & Fundraising	$175,225
Utilities	$41,010
Total Operating Expenditure	**$6,430,024**

Net Operating Surplus/-Deficit	**($283,134)**
Asset Acquisitions	**$33,972**

Financial Commitments	
Operating Reserve	$67,925
Total Financial Commitments	**$67,925**

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.

Financial performance and position commentary

Money kept in previous year to supplement the program for this year.
Review of all internal control procedures implemented