2016 Annual Report to the School Community

School Name: Mckinnon Primary School

School Number: 4366

THE **EDUCATION STATE**

Name of School Principal:	SIMONE EIRTH
Name of School Council President:	CARLY GRIFFEN
Date of Endorsement:	28th April 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 framwork 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.

VICTORIA State Government | Education and Training

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) World School and as such, implements 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 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 acknowledge student learning progress achievement and establish future learning goals.

At the conclusion of 2016 McKinnon Primary School had a student population of 838 students, 3.0 EFT Principal Class Employees, a full time teaching staff of 45.56 EFT and 10.25 EFT Education Support staff.

Framework for Improving Student Outcomes (FISO)

In 2016 the school selected the following areas of focus from the Framework for Improving Student Outcomes:
- Professional Leadership - Building leadership teams
- Positive climate for learning - Empowering students and building school pride

The school focused on building the leadership capacity of the Leading Teachers by engaging in a Bastow Institute course – Creating a high Performing Learning Culture. This ultimately lead to improved assessment and reporting practices and targeted professional learning for all staff, aligned to the strategic goals and future focus of the school on student learning. Professional Learning Teams were established focusing on key priorities in English, PYP and Mathematics.

Over 2016 the school introduced a range of Positive Education/Positive psychology strategies to build a positive school culture and climate for learning. These are highlighted in the wellbeing and engagement sections of this report and in 2017 the Student Leadership Model will undergo a significant review 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

McKinnon Primary School prides itself on a diversity of programs that cater for personalising student learning needs. We recognise that Literacy and Numeracy are essential to the foundations for student success. Teaching and learning programs cater for individual student needs.

Teachers enjoy professional learning to ensure they stay abreast of current practice and research by working with Educational Consultants. At McKinnon we place an emphasis on individual achievement alongside social and emotional well-being. We provide students with literacy & numeracy enhancement & support within the classes to cater for a wide range of student learning. Specialists Programs include Mandarin, Visual and Performing Arts and Physical Education.

Achievement outcomes encompass a broader view of learning spanning a range of curriculum domains as well as co-curricular achievements. Assessment strategies monitor achievement and assist in planning curriculum. Consequently, teams at each level analyse school data to develop curriculum and extra-curricular programs that will improve student learning. Each Level team analyses the achievement data and develop performance goals linking to the Strategic Plan targets. This goals outlines specific activities that will be undertaken to improve student outcomes in identified areas of need, focusing on collaboration within each team.

As seen from the achievement data, 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 (2014) and Year 5 (2016) continues to be pleasing with the Learning Gain being strongest in Numeracy, Writing, Spelling and Writing.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

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

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 2016 our student attendance rates were similar to schools with similar characteristics. Across all year levels we identified low absence rates in Year 3 with students having the highest attendance rates of 95%, followed by Year 4 & Year 5 students with 94%, whereas Year 1, Year 2 & Year 6 students showing a 93% attendance rate. The only year level with a lower rate of attendance being Prep (Foundation) at 92%. Many strategies were put in place to support better identification of approved and unapproved attendance such as, parent direct access to COMPASS to record and report absence and the reasons for absence, introduction of PassTab for late arrivals and early departures. 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 Australian Curriculum. The levels of engagement have been particularly noted with a lot of student initiated action been taken in this area. The introduction of the Science Scope and Sequence provided teachers the opportunity to start embedding genuine links to the Victorian Curriculum and engage students in Science as a Human Endeavor, Biological, Earth & Space, and Chemical & Physical Sciences.

The 2016 Attitudes to School Year 5 and Year 6 Surveys revealed increased levels of Student Motivation and Learning Confidence. The overall measures were similar to like schools and within the median of all Victorian government primary schools. The four year average was slightly lower than similar schools.

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.

Data from the 2016 Attitudes to School Year 5 and Year 6 Surveys revealed increased levels of Peer Connectedness, School Connectedness, Student Morale and Student Safety. The overall measures were similar to like schools and within the median of all Victorian government primary schools. The four year average was lower than similar schools.

Throughout the school day students engage in Circle Time opportunities. Circle Time is about discussion, reflection, emotional understanding, personal empowerment, personal identity and making connections. Students are given the opportunity to explore relationships, feelings, reflections and emotions.

Student relationships are critical, so when disputes occur, staff support students through Restorative Conversations, using an incident of conflict as an educative opportunity for teaching empathy, consequential thinking and the importance of making amends in order to repair harm and relationships. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

Over the course of 2016 McKinnon Primary School employed a range of Positive Psychology strategies with the introduction of VIA

Character Strengths. Character Strengths are a recognised subset of personality traits that are morally valued. Research has shown that utilising your top 5 strengths (Signature Strengths) on a regular basis increases wellbeing. Our students learn to identify their signature strengths, grow independently, reflect and practice these in their daily lives. Surveys to assist students identify their strengths were conducted with Year 5-6 students and built into a unit of inquiry exploring their individuality. Kimochi Characters were introduced in (Foundation – Year 2) to build emotional intelligence and self-esteem. Through social emotional learning, our students were able to tap into their emotions, express themselves, connect to others, build relationships and work towards self-management and self-regulation.

Jenny Mackay's Positive Behavior Management has provided all staff with the tools to promote high levels of student behaviour, engagement in learning and positive student and staff relationship. In 2016 Jenny provided several parent workshops to help our families better understand the strategies the school was adopting to support student wellbeing. The feedback from staff, and families who accessed her workshops was positive and we hope to continue this work in 2017.

For more detailed information regarding our school please visit our website at 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 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

Enrolment Profile

A total of 823 students were enrolled at this school in 2016, 399 female and 424 male.
There were 34% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	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.

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
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English 0 ──────────── 100 Results: Mathematics 0 ──────────── 100	● Similar ● Similar

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🟢 Similar 🟢 Similar 🟢 Similar 🔵 Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🟢 Similar 🟢 Similar 🟢 Similar 🟢 Similar

Performance Summary

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

19 %	61 %	19 %
Low	Medium	High

Numeracy

17 %	48 %	35 %
Low	Medium	High

Writing

16 %	54 %	29 %
Low	Medium	High

Spelling

21 %	50 %	29 %
Low	Medium	High

Grammar and Punctuation

21 %	48 %	32 %
Low	Medium	High

NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

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 2016 attendance rate by year level:

Student Outcomes

Results: 2016

Low absences <------> high absences

Results: 2013 - 2016 (4-year average)

Low absences <------> high absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	93 %	93 %	95 %	94 %	94 %	93 %

School Comparison

Similar

Similar

Performance Summary

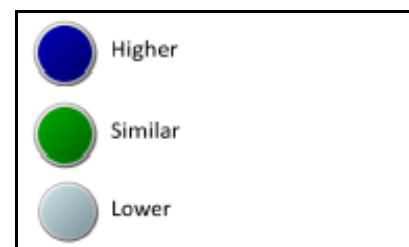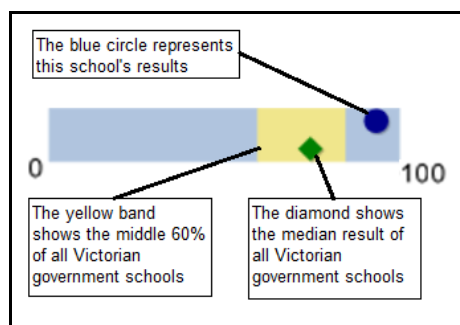| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Lower
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety 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: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar

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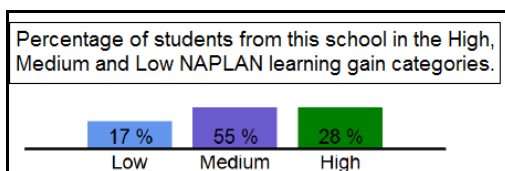
You can see these results for the latest year, as well as the average of the last four years (where available).

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016	
Revenue	**Actual**
Student Resource Package	$5,513,605
Government Provided DET Grants	$579,721
Government Grants Commonwealth	$13,024
Revenue Other	$21,246
Locally Raised Funds	$916,201
Total Operating Revenue	**$7,043,797**

Expenditure	
Expenditure	
Student Resource Package	$5,148,363
Books & Publications	$4,964
Communication Costs	$10,898
Consumables	$163,882
Miscellaneous Expense	$668,197
Professional Development	$65,479
Property and Equipment Services	$410,792
Salaries & Allowances	$133,684
Trading & Fundraising	$81,594
Travel & Subsistence	$1,369
Utilities	$39,316
Total Operating Expenditure	**$6,728,538**
Net Operating Surplus/-Deficit	**$315,259**
Asset Acquisitions	**$10,970**

Financial Position as at 31 December, 2016	
Funds Available	**Actual**
High Yield Investment Account	$202,224
Official Account	$20,435
Other Accounts	$10,810
Total Funds Available	**$233,469**

Financial Commitments	
Financial Commitments	
Operating Reserve	$95,595
Maintenance - Buildings/Grounds incl SMS<12 months	$20,000
Revenue Receipted in Advance	$52,958
School Based Programs	$20,110
Other recurrent expenditure	$44,806
Total Financial Commitments	**$233,469**

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, created an appealing front entrance of our school and supported key learning areas. 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 2016.
* Miscellaneous Expenses include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.