

# 2019 Annual Report to The School Community



School Name: McKinnon Primary School (4366)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

## 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 21st-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 conferences (Three-Way or Student-led) are conducted regularly throughout the year to reflect on learning achievement and establish future goals. At the conclusion of 2019, McKinnon Primary School had a student population of 829 students (this number includes our international students), The staffing structure includes 3 Principal Class Officers, 3 Leading Teachers and 2 Learning Specialists, 32 classroom teachers and 8 specialist teachers. There is a strong educational support team including the administration team inclusive of the business manager, 3 office assistants, first aid officer and groundskeeper. Additionally, we have a library technician, literacy intervention and 10 education support staff working directly with students and teachers.

### Framework for Improving Student Outcomes (FISO)

In 2019 the school selected two areas of focus from the Framework for Improving Student Outcomes (FISO):

1. Excellence in Teaching and Learning - Building Practice Excellence
2. Positive Climate for Learning- Empowering students and building school pride.

These specifically identified areas were emphasised as part of the Strategic Plan review process that was completed in 2019. We targeted consistency of implementation of agreed strategies through collaboration during planning and classroom observations. We developed an instructional model and reviewed our use of data to inform practice. Building teacher capacity to effectively differentiate teaching for all students was a key element of this work. Curriculum days targeted pedagogy in English with Dr Misty Adoniou leading the staff through developing our learners writing skills. This compliment the collaborative Communities of Practice focus we have with McKinnon Secondary and other feeder primary schools in developing the writing skills of our learners through differentiation and providing specific feedback for improvement. In 2020 we will focus on the development of data driven conversations in planning to meet the personalised needs of all students with high expectations for all.

As part of our focus on student agency in 2019 Student-Led Conferences were introduced across the school engaging both students and parents in the learning process. Students continued to contribute to the community action that was promoted through the Student Representative Council (SRC) who organised Epilepsy awareness day and targeted fundraising events of relevance to them.

### Achievement

At McKinnon Primary School we expect our students to perform well above the median of Victorian Government Primary Schools. They have achieved this again in 2019. 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. However, we are below 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. However, against Similar schools, we are below.

The learning growth in Reading was our strongest with 32% of students who completed NAPLAN at McKinnon Primary School in Year 3 (2017) and Year 5 (2019) demonstrating high growth. Numeracy and Writing saw 28% of our students demonstrating high learning growth.

We will continue to embed Literacy and Numeracy strategies across the school F-6, supported by consistent use of learning continuums, whole school curriculum documentation, and the FISO practice principles for excellence in teaching and learning. In 2020, our ongoing participation in the Communities of Practice within our region in areas of Agency, Writing, Reading and Mathematics, aims to embed the improvements achieved by all our students across the school and transfer these practices to impact improvements in line with the Victorian Education State priority of 'Equity and Excellence For All'.

## Engagement

Student engagement continued to remain a key for focus for McKinnon Primary School in 2019. It is our aim to provide a rich, challenging and exciting personalised learning environment for all students. This included catering for individual student needs to extend and support, and to offer a wide range of classroom and extra-curricular learning activities to empower our students. Initiatives to engage our students in 2019 included:

- Development of natural interactive play spaces to encourage creativity, risk-taking and socialisation.
- Facilitation of a lunchtime "Clubs" program catering to a wide range of student needs and interests which are led by students to enhance agency, voice and student interest.
- Maintaining inclusive and competitive pathways for students to participate in a range of sporting activities and academic competitions.

Student Attitudes to School data demonstrated that positive responses to Student Voice and Agency categories increased from 2018-2019. Student attendance at McKinnon Primary School again fell just below the median of all Victorian Government Schools, demonstrating an absence rate similar to schools with similar characteristics. Family holidays have the most significant impact on our attendance rates, just above illness and parent choice. Coming to school every day is vital and although the attendance rate was above 91% in all levels from F-6, 2020 will see a continued focus on lifting attendance rates. Strategies will include promoting community awareness of the direct connection to the attainment of high student learning achievement data and student attendance through:

- Newsletter articles.
- Consistent development of Absence Learning Plans for students missing 10 or more days of instruction due to family holiday.
- Reporting on student attendance in SSG meetings held for students in priority cohorts.

## Wellbeing

In 2019, we have continued a strong focus on wellbeing by further embedding all strategies in our whole school wellbeing model with a particular focus on practising mindfulness with the whole school, "McKinnon Mindfulness Moment". All teaching teams including specialist-teaching staff submitted termly action plans to detail actions towards supporting wellbeing in the school. These not only detail areas for focus and timelines but also how they would assess progress and student engagement with these targeted wellbeing areas.

We have also introduced the school-wide behavioural expectations of Be Safe, Be a Learner, Be Caring and Be Respectful. The Parent opinion results for 2019 indicate that the school has increased by 4% from the previous year in the area of 'Promoting Positive Behaviour'. In 2020, we are detailing how what these expectations look like in all areas of the school with student-written descriptions and the use of video modelling to promote and teach these positive pro-social behaviours.

Student wellbeing captains have raised the profile of wellbeing across the school and community through assembly speeches and newsletter articles with a monthly wellbeing focus and suggested strategies employed. The SRC organised and led a school-wide approach to "Bullying No Way! Day" to raise the awareness of the bullying amongst students and promote the practice being an "up stander" not a by stander. This area of 'Managing Bullying' in the 2019 AToSS results see our school as performing 6% above similar schools and 8% above network schools. We also sought the support of three student counsellors from Monash University to enhance student access to counselling services and provide a place for students to discuss personal or other concerns they may be having in a safe and confidential space.

In 2019, we introduced the evidence-based "F.R.I.E.N.D.S. Resilience" program for students in our junior year levels, training two staff members through a whole term of SSS expert modelling. This program enhances students' ability to self-regulate, have practical strategies to manage anxiety and worry, practice gratitude and mindfulness and develop social skills to enhance stronger outcomes of positive wellbeing and connection to the school. In 2020, we will be able to run this program with a larger amount of junior school students and train further staff to build greater capacity for the program. We will also be training 6 staff in "The Friendship Saver" program to work with our Year 6 students to support, social skills in an age-appropriate way, enable our students to better understand and manage their roles in the 'drama triangle' and provide further opportunities for the student to engage in evidence-based practices from the Social and Emotional Learning (SEL) approach.

### **Financial performance and position**

McKinnon Primary School completed 2019 in a financially sound position. The School Strategic Plan, along with the 2019 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report show a surplus of \$560,600 and this has been factored into 2020 as part of the school's financial management. The school's commitments were closely monitored by the School Council.

Significant expenditure during 2019 related to the upgrade of the playground and the commencement of an installation "Discovery Forest", students participated in a tour to China which was paid for by their families, and a new bank of laptop computers for student use.

The school received targeted funding for Intercultural Champions, Inclusive Education, Clarity in the Classroom, Learning Difficulties with Dyslexia, Content and Language Integrated Learning and grants for the Safe Trees Program and Gates, Locks and Fences. The Sporting Schools Grant was used for activities across the school.

Maintenance of buildings and grounds, the cost of leased computer 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.

For more detailed information regarding our school please visit our website at <https://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: 

### School Profile

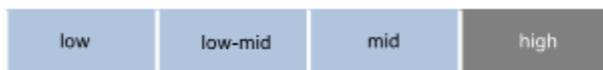
#### Enrolment Profile

A total of 803 students were enrolled at this school in 2018, 393 female and 410 male.

36 percent were EAL (English as an Additional Language) students and ND 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.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## 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>Results: English</p>  <p>Results: Mathematics</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>	<p><b>Reading</b></p> <p>32 %   44 %   24 % Low   Medium   High</p> <p><b>Numeracy</b></p> <p>31 %   40 %   29 % Low   Medium   High</p> <p><b>Writing</b></p> <p>17 %   52 %   30 % Low   Medium   High</p> <p><b>Spelling</b></p> <p>19 %   52 %   29 % Low   Medium   High</p> <p><b>Grammar and Punctuation</b></p> <p>24 %   57 %   18 % Low   Medium   High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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: 

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	93 %	94 %	93 %	93 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (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 %	93 %	94 %	93 %	94 %	93 %	93 %										

## 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: 

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December 2018

### Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$5,751,687
Government Provided DET Grants	\$713,859
Government Grants Commonwealth	\$29,887
Government Grants State	\$2,332
Revenue Other	\$15,765
Locally Raised Funds	\$845,284
Capital Grants	\$15,336
<b>Total Operating Revenue</b>	<b>\$7,374,150</b>

Funds Available	Actual
High Yield Investment Account	\$310,129
Official Account	\$153,732
Other Accounts	\$208,746
<b>Total Funds Available</b>	<b>\$672,606</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$5,478
<b>Equity Total</b>	<b>\$5,478</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$5,472,356
Communication Costs	\$12,011
Consumables	\$119,793
Miscellaneous Expense <sup>3</sup>	\$845,840
Professional Development	\$64,061
Property and Equipment Services	\$418,218
Salaries & Allowances <sup>4</sup>	\$54,942
Trading & Fundraising	\$52,805
Travel & Subsistence	\$342
Utilities	\$54,899
<b>Total Operating Expenditure</b>	<b>\$7,095,268</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$278,883</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

Financial Commitments	
Operating Reserve	\$247,620
Other Recurrent Expenditure	\$9,890
Funds Received in Advance	\$228,958
School-Based Programs	\$3,700
Asset/Equipment Replacement < 12 months	\$27,000
Capital - Buildings/Grounds < 12 months	\$120,000
Maintenance - Buildings/Grounds < 12 months	\$35,000
<b>Total Financial Commitments</b>	<b>\$672,168</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 15 March 2019 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 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.

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

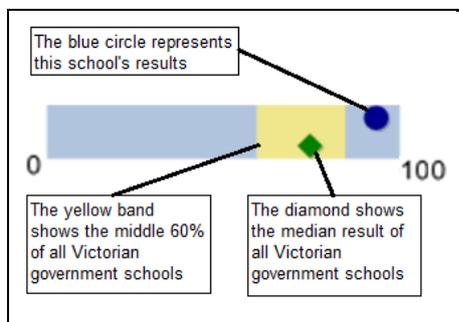
### Engagement

- 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).

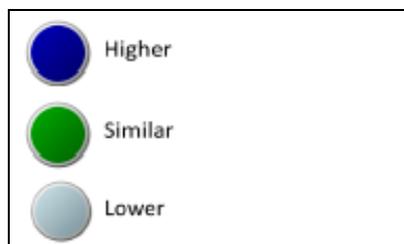


## What does *School Comparison* refer to?

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 an 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' or 'ND' 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').