

# 2018 Annual Report to The School Community



School Name: Mickleham Primary School (1051)



- 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 Registration 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.

Attested on 24 April 2019 at 10:43 AM by Susan Crispe  
(Principal)

- 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 Registration 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.

Attested on 24 April 2019 at 10:48 AM by Rebecca Morelli  
(School Council President)

## About Our School

### School context

Mickleham Primary School is committed to the development of all students, empowering them to achieve their personal best both academically and socially in a supportive community environment. Our Motto of "I belong; together we achieve" has been altered this year to represent our community bond of supporting each other. Mickleham Primary School has a strong sense of community. Originally opening in 1856, our small rural school is beginning to grow, and embrace diverse families, cultures and religions. Over the past year we (all stakeholders) have worked hard to build our strong vision, characters, beliefs and moral purpose. We have also continued to build on our core RICH Values of Respect, Independence, Cooperation and Honesty, which underpin everything that is done and expected at school.

Mickleham Primary school had a student enrolment of 187 students at the beginning of 2018. 25% of students have English as a second language, and 6% are Aboriginal and Torres Strait islanders. Throughout the year, the school enrolment continued to increase with a final enrolment of 224 by the end of 2018. While the school remains in a semi rural environment, there has been considerable growth to the north of the school. The school is the closest school to the new developments along Donnybrook Road to the school's north, which has contributed to the increase in enrolments. During 2018, the school had 10 classes, predominately composite in structure, with the specialist subject areas of Science, Indonesian, Art and Drama being taught. We had a full time equivalent of 16.8 staff and had employed the school's first ever Assistant Principal with a 0.5 teaching load.

### Framework for Improving Student Outcomes (FISO)

In 2018 Mickleham Primary School focused on improving student learning through building curriculum planning and assessment and building practice excellence. The school used the principles of action research to build teacher capacity around the effective teaching of Numeracy and embedded agreed pedagogy to strengthen instructional models in Numeracy. Once again the agreed pedagogy formed a basis for a student-shadowing process, thus providing all staff with an opportunity to focus on student misconceptions and deep learning. Protocols and processes were established as a whole-staff to ensure consistency and understanding across the board. We also focused on the engagement of the students in numeracy classes. The staff undertook intensive Professional Learning around the teaching of the 4 proficiencies, and how to plan for this effectively. The school has a clear Instructional Model in numeracy, a common planning document, and uses a systematic form of assessment alongside a detailed assessment schedule.

Another focus in 2018 was to build leadership teams. Four of our staff completed the PLC (Professional Learning Community) whereby they were introduced to using the FISO cycle of improvement to analyse, act, evaluate and adjust practice. They were able to bring their learning back to school whereby PLCs were given a priority on the meeting schedule. In term 4 we saw each of the three school teams undertake their first PLC cycle in different curriculum areas. Staff contributed to the creation of protocols and practices expected. Peer observations began in Term 4 and were widely accepted.

The final focus for 2018 was based on the FISO section of Empowering Students and Building School Pride. Mickleham Primary School used the SWPBS (School Wide Positive Behaviour Support framework) to build a common language and expectation between teachers to build student engagement and a sense of connectedness to school. The SWPBS was given time on the meeting schedule, and was led by a strong leadership team. There has been a major shift towards lesson planning, building SWPBS in our start-up program, and the use of the positive rewards system across the school. The school uses a CICO (Check-in, check-out) room at recess and lunchtime to support students who may be having problems in the yard, or who are struggling to resolve conflict. Consistent staff who have been trained supervise in this area, and use the same system with all students. The students use this room as and when required.

### Achievement

The 2018 data for student achievements in English and Numeracy remains similar or lower to other Victorian Government schools. NAPLAN data in Numeracy and Reading in Years 3 and 5 also reflects similar or lower results to other Victorian Government Schools. However, according to the 4 year trend for Reading, the Reading data is improving. The significant transience in our school community makes data comparisons difficult on a trend basis. The school's performance for Reading at year 3 in 2018 placed the school similar to state average. The result for Year 3 numeracy needs considerable work done to improve in this area. Year 5 Numeracy and Reading results were both disappointing.

### Engagement

Our attendance data showed an improvement of an average number of absences days from 19.5 in 2017 to 18.7 in 2018. These results place Mickleham Primary School similar the middle 60% of schools in the number of absences and are lower than our comparison schools with alike student backgrounds and characteristics. As research shows that student absence from school can impact on student's learning this large number of average number of absence days is of a concern and is likely to be having an impact on our student learning data. While student illness has been a significant part of the absences, with a number of students missing time through lengthy illness. Of more concern is the high level of student absence attributable to extended family holidays. These absences are avoidable and show a lack of understanding of the importance of full attendance to provide the best possible advantages for student learning. Attendance became a major focus for us in 2018, and we began to implement a number of strategies to avoid issues. These included, meeting with parents regarding absences, and signing of an attendance plan; a focus during school assemblies, end of term rewards for the class with the highest attendance; Golden Pig Tokens through the SWPBS framework; Termly attendance certificates; and a movie outing for all students with 100% attendance. We will continue further work on this area in 2019.

### Wellbeing

Throughout 2018, we worked on better understanding the framework for School Wide Positive Behaviours Support. Staff worked with students and families to revisit and improve our whole values to provide a better community understanding of our school vision and values. This work led to the development of a whole school community responsibility for implement our RICH values of Respect, Independence, Cooperation and Honesty. Over the year, we refined our matrices for behaviour expectations and began the process of introducing these along with SWPBS explicit lessons across the school. Our Student Attitudes to School – Sense of Connectedness factor on the student survey showed that our students were similar to our comparison schools with alike student backgrounds and characteristics, for student sense of connectedness and school management of bullying. Both of these results were also placed within the middle 60% of all Government Primary Schools. Both of these results improved from the 2017 data.

### Financial performance and position

Mickleham Primary School recorded a surplus of \$106,207 for the 2018 school year. Of this amount, \$49625 was the amount invoiced to families for 2019 Essential Learning Expenses and the balance equates to the school's operating reserve.

In 2018, we received \$41,976 in equity funding and \$3,300 in the form of a School Pride capital grant. The School Pride grant provided for the installation of a gate to link the school with the parking space beside the school providing students with safer access. Equity funding was spent on resources and professional learning for staff to support the improvement of teacher practice in the area of Mathematics to increase student learning achievement outcomes.

**For more detailed information regarding our school please visit our website at**  
<https://www.micklehamps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 224 students were enrolled at this school in 2018, 103 female and 121 male.

25 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	76.4	85.1	78.3	91.6

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	52.0	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
<b>Domain</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>	
English	76.1	90.1	82.6	95.3	Lower
Mathematics	74.4	91.1	84.0	96.4	Lower

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
<b>Year Level</b>	<b>Domain - measure</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>	
Year 3	Reading (latest year)	72.7	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	42.9	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	40.0	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	25.0	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
<b>Year Level</b>	<b>Domain - measure</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>	
Year 3	Reading (4 year average)	56.0	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	40.5	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	51.1	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	29.5	54.8	39.2	71.4	Lower

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	20.0	70.0	10.0
Numeracy	36.8	42.1	21.1
Writing	26.3	68.4	5.3
Spelling	20.0	75.0	5.0
Grammar and Punctuation	30.0	40.0	30.0

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	18.7	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	17.5	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	90	93	91	91	88	92	91

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	81.7	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	79.7	81.7	73.8	88.7	Similar

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.9	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	79.3	81.8	73.7	89.7	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,726,267
Government Provided DET Grants	\$267,548
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$54,429
Locally Raised Funds	\$116,245
<b>Total Operating Revenue</b>	<b>\$2,164,490</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$41,976
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$41,976</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,674,708
Adjustments	\$0
Books & Publications	\$2,885
Communication Costs	\$3,638
Consumables	\$49,683
Miscellaneous Expense <sup>3</sup>	\$146,155
Professional Development	\$7,171
Property and Equipment Services	\$110,486
Salaries & Allowances <sup>4</sup>	\$31,345
Trading & Fundraising	\$13,133
Travel & Subsistence	\$0
Utilities	\$19,078
<b>Total Operating Expenditure</b>	<b>\$2,058,283</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$106,207</b>
<b>Asset Acquisitions</b>	<b>\$35,400</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$55,732
Official Account	\$14,613
Other Accounts	\$24,168
<b>Total Funds Available</b>	<b>\$94,513</b>

Financial Commitments	Actual
Operating Reserve	\$45,164
Other Recurrent Expenditure	(\$276)
Provision Accounts	\$0
Funds Received in Advance	\$49,625
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$94,513</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').