

2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 April 2024 at 04:55 PM by Julie Le Guen (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 April 2024 at 02:37 PM by Kim Milton (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

The transformation of Mickleham Primary School, from a series of relocatable classrooms to permanent, modern buildings occurred on our newly acquired land over the past couple of years. We finally occupied our new buildings in Term 4, 2023. The architects honoured the history and culture of our school when collaborating with us on the design of these buildings. They reflect the teaching models we implement whilst providing attractive, engaging and calming learning environments. Many of the features of the buildings contribute to the positive feeling generated, including: sound proofing and hearing augmentation.

During 2023, the two major roads to the north and west of the school have been upgraded, whilst two new roads have been constructed to the south and east of the site. The impact of all of these works has been very significant and led to the development of a drop-off and pick-up process and drive-through zone and an expanded drop-off window. The two new roads opened in November 2023 and led to considerable improvements in community engagement.

Due to the significant impact the many construction projects in the area had on our community, we conducted many on-line information sessions, Education Week Open Days and live screened assemblies and Book Week parades to allow us to connect with our families. In addition, we held six Open Days when we moved into our new buildings during which parents and family members were able to visit and see our new school. In 2023 we held a community picnic at a local park and in 2024 we will be holding on-site Information Night sessions as part of our community picnic.

Our staff includes, Principal Class, 18 EFT teachers, a 0.6 Tutor and 4 Classroom ES staff for our 230 children. A Maintenance Manager continued the upkeep of our buildings and grounds. A School Council operated Canteen is available three days each week. Our Office/Administration Team comprised 2.0 ES staff. Though none of our staff have Aboriginal or Torres Strait Islander backgrounds, we do have staff members representative of the major ethnic and language groups that make up our increasingly diverse school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2023, we continued to offer a school-wide P.E. program that included Athletics Day, Cross-Country and individual participation in District events. Successful Sporting Schools grant applications allowed us to increase the variety of sports we could teach. Our children attended Library classes each week and Performing Arts in Semester 1 then Visual Arts in Semester 2. Our STEM program continued to strengthen as we implemented drone and Lego programs for which we received grants at the end of 2021. Expanding upon the success of our Auslan club program, Grade 1 - 4 children participated in teacher-led Auslan lessons twice a week using Auslan Education Services. The children continue to be enthusiastic learners of Auslan and are developing an understanding of the reasoning behind the selection of this particular LOTE. The positive response from children and families has been unanimous. During the 2024 school year, we will expand the program to Grades 1 - 6 children. We will also be exploring ways to include parents in learning Auslan following feedback from parents and School Councillors.

At the end of each term, family members were invited to attend Celebrations of Learning - during which the children display their work and respond to questions. The parents enthusiastically attended these sessions as a small way of engaging with their child's learning. All other classes across the school visited the classroom of those students engaged in the celebration to also share and recognise the work and effort.

Following the participation of two Leadership Team members in SPPIKE training, our school joined with Craigieburn SC NAIDOC Week activities. The children from both schools designed the activities and organised the flow of the day. The two schools were successful in obtaining a grant to cover the costs for the day.

Our NAPLAN and other data showed great improvement across the 2023 school year. We believe this is the result of our consistent approach to reading and our absolute commitment to TLI (Tutor Learning Initiative).

The Curriculum Vertical Team focussed on the following:

- Implementation and review of the Reading GVC (Guaranteed & Viable Curriculum) to enhance instruction and consistency in reading
- Implementation and review of the Numeracy GVC to enhance instruction and consistency in numeracy
- The drafting of writing rubrics to support writing assessment and help guide students to improve their writing
- The researching and preparation of support materials for each of the above initiatives

Wellbeing

The Wellbeing Vertical Team engaged in a great deal of work during the 2023 school year. Some of the major areas of focus include:

School Wide Positive Behaviour Support:

- Review and refinement of the Expected Behaviours Matrix with a focus on the four school values (Be Respectful, Be Independent, Be Cooperative and Be Honest - RICH)
- Implementation of the learnings from UPA and UPB professional learning modules
- Identification of minor and major behaviours and flow charts for the management of these behaviours in all parts of the school and regular and comprehensive data analysis of Compass Chronicles - statements entered by staff reflecting observed behaviours. This has allowed identification of 'hot spot' areas around the school and times when more challenging behaviours are observed

Ready to Learn:

- Thirty minute session with a wellbeing focus conducted two to three mornings each week
- These lessons include SWPBS lessons, Respectful Relations and SEL material

High Impact Wellbeing Strategies:

To share the release of these strategies, the Wellbeing Vertical Team did the following-

- Researched the newly released strategies and related materials
- Prepared MPS placemats for each strategy
- Shared these with all staff, reviewed them following implementation

The Department's initiative - **Mental Health & Wellbeing Teacher/Leader**.(0.5) had a major focus on building capacity in the selected staff member and allowing time for familiarisation with the role and expectations. Due to the disruption of our major construction project and relocation into the new buildings, we identified several areas that would require a stronger focus in the next school year.

Engagement

Mickleham Primary School families struggled to maintain high levels of attendance due to the significant challenges presented by the road construction, school construction and drive-through process for drop-off and pick-up of children. As a staff we followed up with families to encourage students to be at school every day possible. During Term 4, 2023 - once we occupied the new buildings, an immediate improvement in attendance was apparent. We hope that this trend continues into the 2024 school year.

The Student Engagement Vertical Team led a number of initiatives intended to support and improve student and community engagement during a very challenging time, these included:

- Preparation of a series of MPS High Impact Teaching Strategies Placemats. These were designed to support teachers when planning instruction to ensure all ten strategies were taken into consideration. A smaller set of cards on rings were planned for the 2024 school year - for teacher use and easy access during lessons
- The implementation and analysis of the Pivot survey to provide teachers with feedback on how students perceive them and their practices. Teachers used this information to set goals and targets. The Pivot survey was re-administered at the end of the year and success was celebrated
- The implementation and analysis of the Student Attitudes to School Survey undertaken by Grade 4-6 students. Through this survey students share their reflections on how challenged they feel in their learning, how well their teachers know them, how safe they feel at school and how they feel about themselves - personally and as learners. Staff use this information to plan lessons for students, identify areas of need and set targets for improving the schooling experience for all students
- The implementation of Class Dojo to further build the connection between home and school. Teachers regularly post photos of children working, incursions, excursions and camps as well as information about what is happening in classrooms.

Financial performance

In readiness for the move into the new school buildings, the acquisition of furniture was undertaken. This included 20 classrooms, one Library, one Art Room, one STEM Room and one Performing Arts space. A separate Library grant enabled us to purchase many new books and replace many old and well-loved titles. Yet another grant was used to purchase equipment for the Art, STEM and Performing Arts areas.

Our Canteen was fully remodelled during the September school holidays. New mobile, stainless steel benches, sinks and service counters were purchased. A new commercial oven and an additional freezer completed the equipment required. The work was completed by a group of four trades qualified fathers, resulting in a massive cost saving. The new Canteen benefits from the removal of a wall, fully re-wired electricals, new plaster and painting. We have subsequently installed overhead cupboards into which we mounted a rangehood. It is certainly a much healthier space in which to prepare and serve food.

During 2023 we engaged in negotiations for a new uniform contract. This process will be completed during the 2024 school year as there were a few changes that needed to be made.

Due to the loss of several students to another new school, our staffing/credit budget carried forward a small surplus with the anticipation of a deficit staffing/credit budget in 2024. Due to the number of grants related to the new school project, our cash budget was in surplus at the end of 2023, with the balance largely committed to project related expenditure.

For more detailed information regarding our school please visit our website at
<https://micklehamps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 290 students were enrolled at this school in 2023, 121 female and 169 male.

37 percent of students had English as an additional language and 3 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).

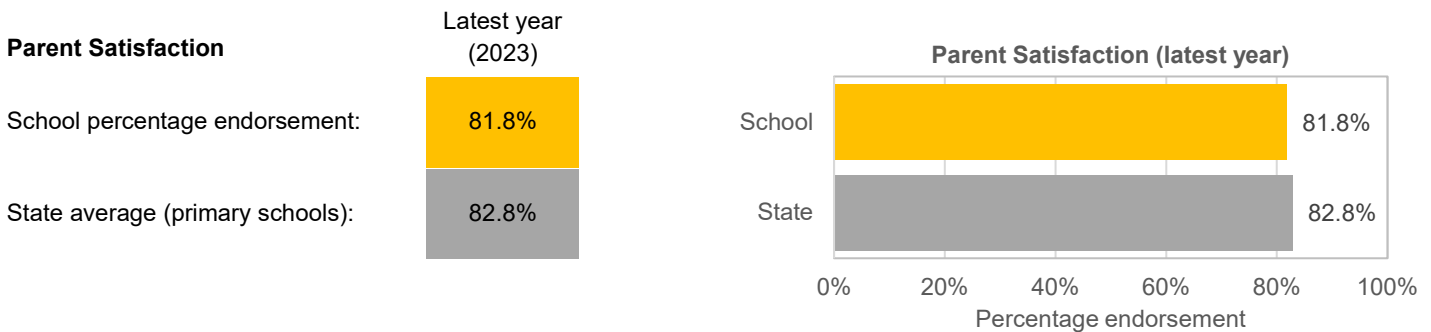
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

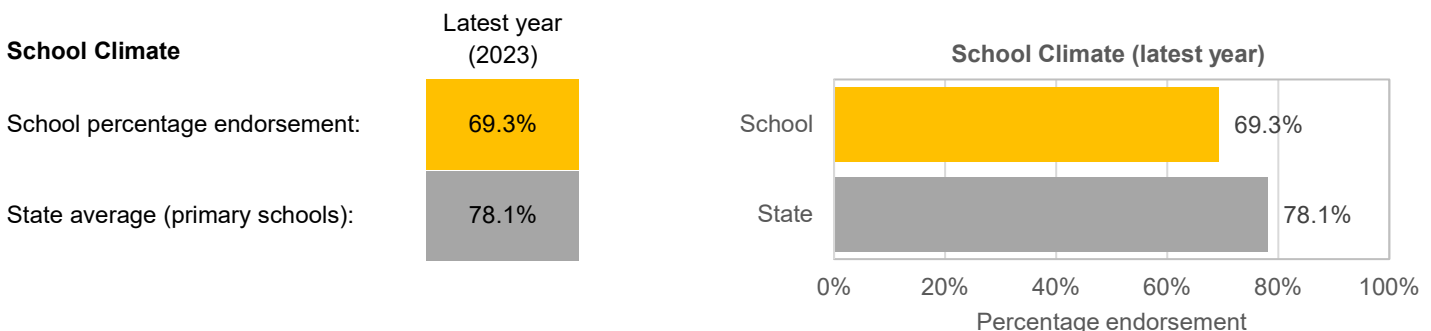


School Staff Survey

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.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

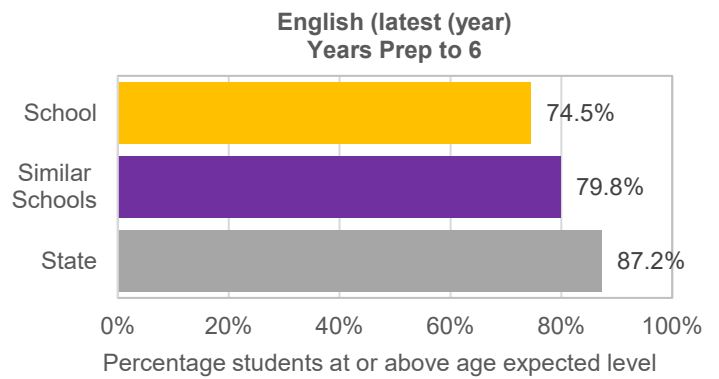
74.5%

Similar Schools average:

79.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

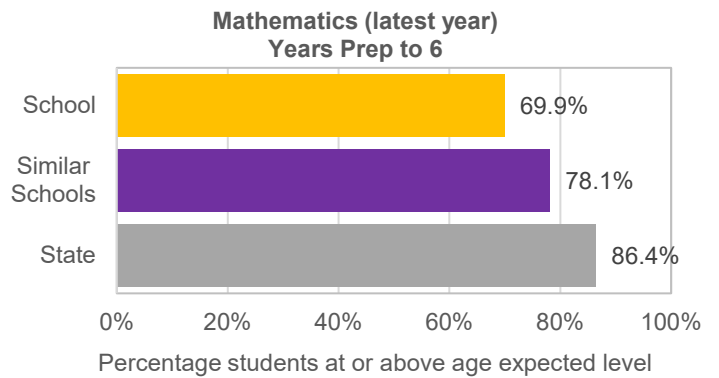
69.9%

Similar Schools average:

78.1%

State average:

86.4%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.3%

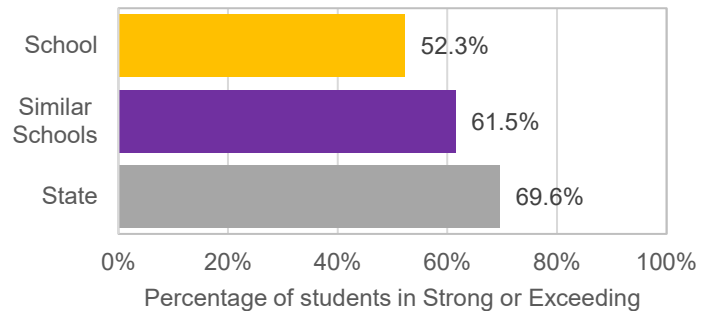
Similar Schools average:

61.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

74.3%

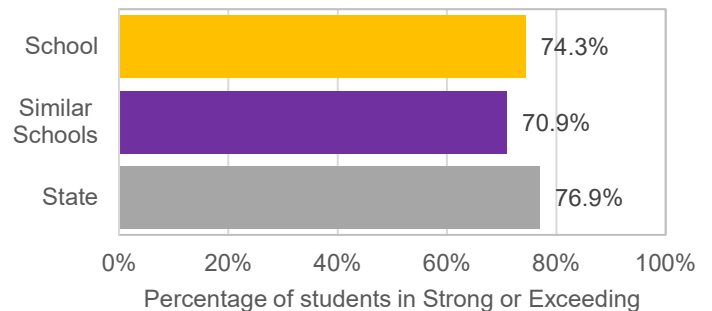
Similar Schools average:

70.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

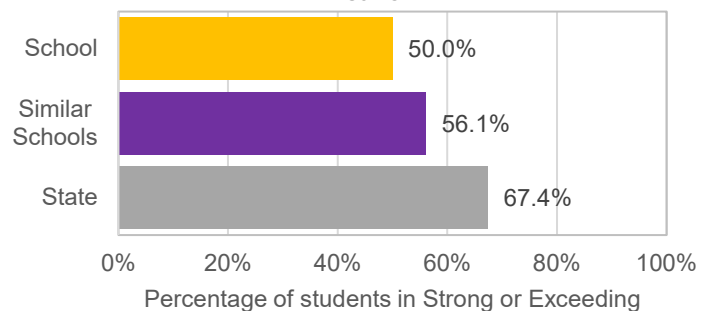
Similar Schools average:

56.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.8%

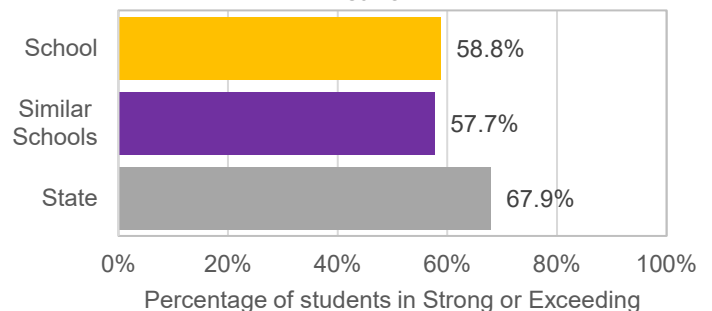
Similar Schools average:

57.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

56.8%

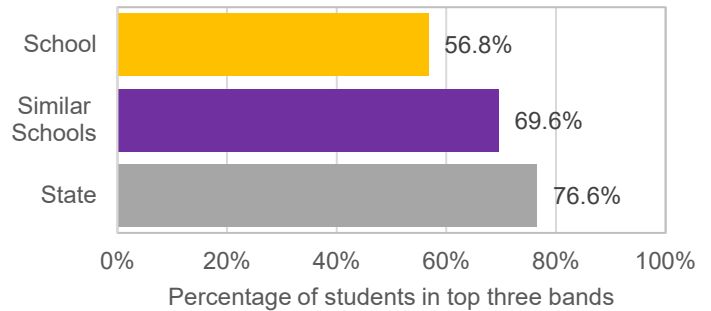
Similar Schools average:

69.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

68.6%

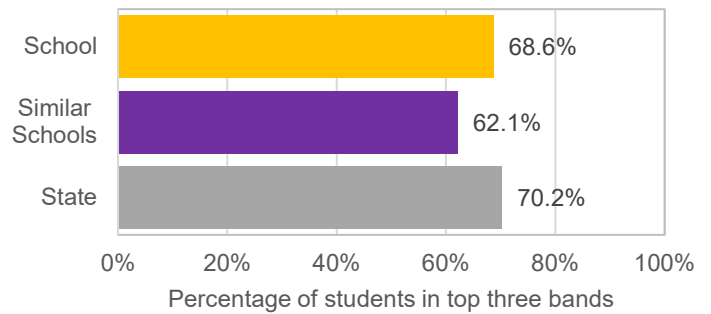
Similar Schools average:

62.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

31.6%

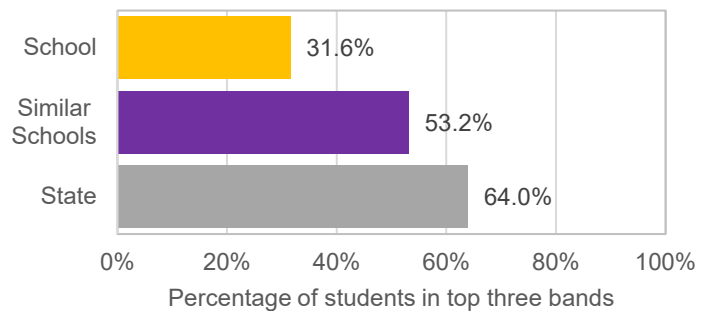
Similar Schools average:

53.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

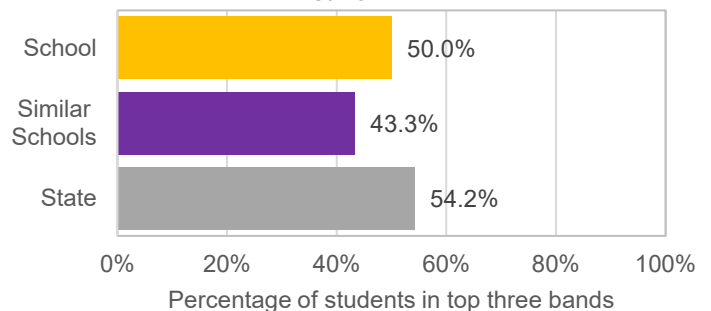
Similar Schools average:

43.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

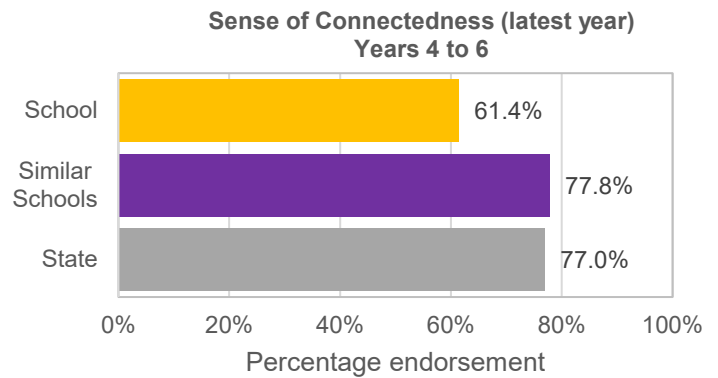
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 61.4% | 60.3% |
| Similar Schools average: | 77.8% | 78.9% |
| State average: | 77.0% | 78.5% |

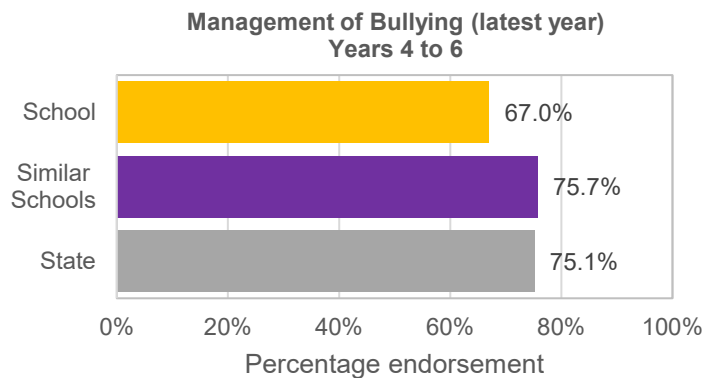


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 67.0% | 64.2% |
| Similar Schools average: | 75.7% | 77.0% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

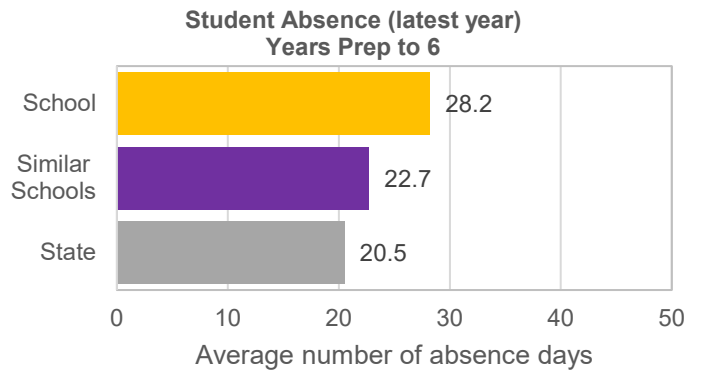
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

| | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 28.2 | 30.8 |
| Similar Schools average: | 22.7 | 20.7 |
| State average: | 20.5 | 18.1 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2023): | 87% | 86% | 86% | 85% | 87% | 84% | 85% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,277,596 |
| Government Provided DET Grants | \$390,429 |
| Government Grants Commonwealth | \$79 |
| Government Grants State | \$0 |
| Revenue Other | \$50,646 |
| Locally Raised Funds | \$210,915 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,929,665 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$156,575 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$156,575 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,259,924 |
| Adjustments | \$0 |
| Books & Publications | \$25,321 |
| Camps/Excursions/Activities | \$76,160 |
| Communication Costs | \$30,227 |
| Consumables | \$63,158 |
| Miscellaneous Expense ³ | \$18,605 |
| Professional Development | \$9,246 |
| Equipment/Maintenance/Hire | \$353,093 |
| Property Services | \$112,940 |
| Salaries & Allowances ⁴ | \$38,864 |
| Support Services | \$65,244 |
| Trading & Fundraising | \$44,984 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$42,593 |
| Total Operating Expenditure | \$4,140,358 |
| Net Operating Surplus/-Deficit | (\$210,693) |
| Asset Acquisitions | \$0 |

- (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 16 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$414,112 |
| Official Account | \$73,104 |
| Other Accounts | \$0 |
| Total Funds Available | \$487,216 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$132,146 |
| Other Recurrent Expenditure | \$5,488 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$372,080 |
| School Based Programs | \$16,757 |
| 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 | \$92,133 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$618,604 |

All funds received from the Department of Education, 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.