

2018 Annual Report to The School Community



School Name: Mount Pleasant Road Nunawading Primary School (4808)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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

Attested on 21 March 2019 at 10:18 AM by Kim Streitberger
(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 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.

Attested on 28 March 2019 at 03:28 PM by Rebecca Smith
(School Council President)

About Our School

School context

Our vision is to provide a safe, dynamic and supportive setting which motivates students to achieve their personal best and make a positive contribution as global citizens. Staff, students and families work in partnership in a caring and happy environment. Programs from 3YO Kindergarten through to Year 6 and daily before and after school care and vacation care programs (OshClub) are provided. This multi-cultural school is growing (382 students in 2018 and currently 427 students in 2019) and we pride ourselves on being a school with a very strong and connected community. In 2018 there were 34 equivalent full time staff: 1 Principal Class, 24 teachers and 12 Education Support staff.

We are committed to excellence in teaching and learning and continuous improvement for our students. Our enthusiastic staff members take collective responsibility to ensure that students are engaged, responsible for their learning and actions, motivated and proud of their achievements. We continue to maintain high standards in English and Mathematics and are recognised as one of the highest performing schools in Victoria. All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals. We also provide quality programs in all other areas which cater for the individual needs of students. Access to digital technologies is a priority, with a robotics program in place from Kindergarten to Year 6 and a very successful BYO Device program for all students in Years 3-6. Information sessions for Year 2 families have promoted the success of the program; with eSmart sessions assisting students and families with online safety.

Programs for our students in Visual and Performing Arts, L.O.T.E. (Indonesian) and Physical Education are provided by specialist staff. We also offer instrumental music, environmental education, interschool sport, extensive transition programs, enrichment opportunities, Gifted and Talented Programs and a Buddy Program for all year levels. Our well-being and values programs are targeted at specific age groups and supported by the Bounce Back, Zones of Regulation Inner Critic/Inner Coach programs across the school.

There are ample opportunities for students to shine in leadership roles and we encourage a strong student voice across all year levels. We have co-curricular programs to nurture the talents and skills of students in academic, sporting and creative pursuits. Involvement of school families and the wider community is highly valued. The introduction of parents reps for each class has supported families to continue to connect with the school. The introduction of the Sentral parent portal modules has further strengthened home-school communication. The flexible learning spaces, including Visual Arts and a Café/Science Studio complement our excellent teaching and learning practices and provide landscaped external spaces for learning and community activities.

Framework for Improving Student Outcomes (FISO)

In 2018 the school's two FISO Improvement Priorities were 'Excellence in Teaching and Learning' and 'Community Engagement in Learning.' The FISO initiatives chosen to achieve these priorities were 'building practice excellence' and 'build communities'. All staff at Mount Pleasant Road Primary School (MPRPS) strive to assist students to achieve their best in all dimensions of Mathematics and English. The strategies used to 'build practice excellence of teachers' were

- to embed the language of the Student Instructional Model so that there is consistency and aspirational goal setting by students with a focus on developing the High Impact Teaching Strategy Metacognitive Thinking.
- professional learning sessions, peer observations, coaching and feedback, data analysis and professional conversations to work towards all year levels meeting the academic targets, set for 2018.

The challenge is to continue to build teacher capacity to use data effectively to plan for and track learning, and to seek and take action on feedback from students and colleagues to inform pedagogy. The school has strong curriculum planning and assessment in place and a highly positive climate for learning due to the emphasis on student voice and empowering students to have ownership of their learning and pride in their school.

The School Council and the leadership team recognise the challenge to engage parents/carers in positive learning partnerships that 'build community engagement' to achieve successful learning outcomes for all students. We seek to further engage parents/carers in learning and build genuine, open learning partnerships with parents. This is

being achieved by

- the community commitment to achieving accreditation in all eight areas of the Healthy Together Victoria Achievement Program
- increased opportunities for parent education sessions including eSmart, curriculum programs including Mathematics and English and helping in the classroom
- increased awareness and involvement in their child's education with continuous progress checks, feedback through digital and hard copy portfolios and involvement in three-way conferences to support student goal setting and reflection
- consultation through school based surveys leading to the introduction of the parent class representatives.

Achievement

We provide differentiated programs which engage and motivate all students. Teachers use a variety of assessment tools to determine the students' needs and explicit instruction methods to cater for individual learning styles. MPRPS has adopted a whole school approach to teaching reading and writing with both the Write to Read (phonograms) and VCOP Big Write programs assisting students to analyse their skills, set future goals and monitor their progress. There is also a whole school approach to the teaching of Mathematics that includes Quick Maths and the teaching of financial literacy with a student-managed shop. We are an accredited MoneySmart school.

Year 3 and 5 NAPLAN results in all areas of Numeracy and Literacy for 2018 demonstrate that our school is performing well above the Median for the State in all areas for Year 5 and Year 3. For those students who were identified as not performing to the expected level there is ongoing specific individual program instruction, including MiniLit and MacqLit reading intervention programs, and parents attend Student Support Group meetings to discuss their child's progress and how to work in partnership with the school to improve their child's achievements. The matched cohort data from 2016 to 2018 for Numeracy, Writing, Spelling, Grammar and Punctuation demonstrates that between 74% to 98% of students have Medium to High relative growth and that between 23% and 69% of these students have High relative gain in their learning. Numeracy has been identified as a specific focus for learning in 2019.

In 2018, teachers continue to receive additional teaching support in the classroom for their students and Individual Education Plans are prepared to cater for the specific needs of students performing six months below or twelve or more months above the expected standard. All staff lead and participate in a rigorous professional learning program to improve their skills and understanding of how to improve their practice.

Engagement

The Student Representative Council is pivotal as a means for students to give and discuss feedback, with representatives from Foundation-Year 6 given the opportunity to voice their class mates' opinions and organise school events and fundraising. The SRC meets fortnightly and reports to the school community at assembly each Friday. Circle time in every classroom is also instrumental in all students having a voice and feeling engaged with their learning and contributes to the excellent relationships in the playground.

The Investigate-Create-Express Program allows students from Years 1 to 6 to select activities and work in small multi-age groups with staff and community volunteers to further their talents and interests. All students are engaged in their activities and proud of their achievements which are demonstrated at the showcase held each semester.

The 2018 Attitudes to School Survey indicates that we have excellent standards of student learning confidence, sense of inclusion and connectedness of students to their peers and high perception of student safety and a stimulating learning environment. The 2018 Parent Opinion Survey also indicates an excellent response for connectedness to peers, student motivation, behaviour management learning focus, opportunities for extra-curricular activities and engagement at this school.

We have school-wide positions of responsibility for all Yr 6 students, rotating positions of responsibility for all other students as well as opportunities for all students to work in teams and support each other. Staff reflect and act on feedback from school based student surveys to improve the teaching and learning environment.

Strategies such as information on the benefits of regular attendance in the newsletter, records of attendance in

Semester reports and phone calls to parents are in place to support students to arrive at school on time in order to minimise unexplained absenteeism.

Wellbeing

Our school has a restorative approach to behaviour management. The well-being program Bounceback! operates across the school and this is embedded in our practice. Developing emotional intelligence and increasing skills such as resilience and empathy are paramount for preparing students for the future. Specific programs such as our leadership program for Years 5/6 , Values For Life for Years 3/4 and the introduction of the Zones of Regulation program teach students life-skills. We achieved full accreditation for the Victoria Healthy Together Achievement Program in 2017 and continually monitor our performance against the standards.

Our kindergarten program enables us to ensure a smooth transition to Foundation. Buddies are assigned from Year 4 and activities take place in both the school and kindergarten from Term 2 to 4 and into Foundation and Year 1. Parents are encouraged to participate in a wide range of school programs and activities. Having parents connected to the school assists the well-being of their children.

The student garden is central to well-being with students given the opportunity to plant, nurture and harvest herbs, fruit and vegetables in order to prepare and cook. Learning sustainability practices are important for students to contribute to a better future.

Students graduating in 2018 enrolled at local government and independent schools, gaining scholarships and places in accelerated academic programs. A Year 6 exit survey and parent comments indicate they are all thriving at secondary school.

The 2018 Student Attitudes to School Survey indicated students have very high sense of inclusion and the survey results place us similar to other schools with a similar cohort. 82% of students felt highly connected to the school.

The Parent Opinion Survey indicated 96% of parents were satisfied with the school overall. Our mix of vibrant, young and experienced teachers work together and ensure students strive to demonstrate the school's values: Responsibility, Respect, Integrity, Tolerance and Life-long Learning.

Financial performance and position

The School Council operates the 3YO and 4YO Kindergarten and this is reflected in the Locally Raised Funds and Salaries and Allowances. Additional class resources were purchased in readiness for the predicted growth of the student population in the previous year. The school is in a stable financial position.




For more detailed information regarding our school please visit our website at
<http://www.mtpleasantroadps.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 382 students were enrolled at this school in 2018, 195 female and 187 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"> English Mathematics <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>NAPLAN Year 3</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>NAPLAN Year 5</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> Higher</p> <p> Similar</p> <p> Higher</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>NAPLAN Learning Gain 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>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>51%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>50%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>3%</td> <td>29%</td> <td>69%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>54%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>54%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	51%	23%	Numeracy	32%	50%	18%	Writing	3%	29%	69%	Spelling	23%	54%	23%	Grammar and Punctuation	17%	54%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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>Average Number of Student Absence Days</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>School Comparison 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 1016 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>98 %</td> <td>98 %</td> <td>98 %</td> <td>98 %</td> <td>98 %</td> <td>98 %</td> <td>98 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	98 %	98 %	98 %	98 %	98 %	98 %	98 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
98 %	98 %	98 %	98 %	98 %	98 %	98 %										

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>Students Attitudes to School - Sense of Connectedness</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> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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> 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	Funds Available	Actual
Student Resource Package	\$3,195,459	High Yield Investment Account	\$103,798
Government Provided DET Grants	\$336,822	Official Account	\$26,394
Government Grants Commonwealth	\$9,891	Other Accounts	\$7,396
Government Grants State	\$220,533	Total Funds Available	\$137,588
Revenue Other	\$27,266		
Locally Raised Funds	\$644,211		
Total Operating Revenue	\$4,434,182		
Equity¹			
Equity (Social Disadvantage)	\$14,305		
Equity Total	\$14,305		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,690,950	Operating Reserve	\$70,000
Books & Publications	\$1,621	Other Recurrent Expenditure	\$5,723
Communication Costs	\$9,746	Funds Received in Advance	\$2,400
Consumables	\$105,428	School Based Programs	\$5,000
Miscellaneous Expense ³	\$239,388	Funds for Committees/Shared Arrangements	\$22,800
Professional Development	\$45,759	Asset/Equipment Replacement < 12 months	\$10,000
Property and Equipment Services	\$242,293	Maintenance - Buildings/Grounds < 12 months	\$21,665
Salaries & Allowances ⁴	\$461,508	Total Financial Commitments	\$137,588
Trading & Fundraising	\$83,056		
Utilities	\$33,077		
Adjustments	\$239		
Total Operating Expenditure	\$3,913,066		
Net Operating Surplus/-Deficit	\$521,116		
Asset Acquisitions	(\$71)		

- (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)

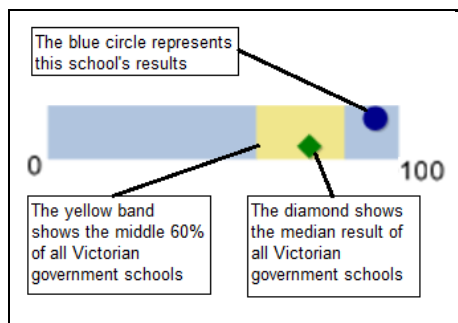
Engagement

- 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).

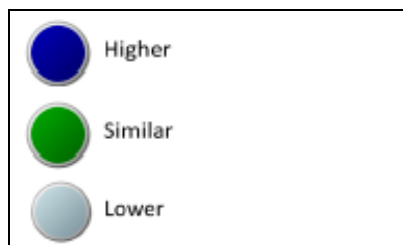


What does *School Comparison* refer to?

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 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').