

2018 Annual Report to The School Community



School Name: Maffra Primary School (0861)



- 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 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 26 April 2019 at 12:08 PM by Matthew Currie
(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 26 April 2019 at 12:10 PM by Jessica Northway
(School Council President)

About Our School

School context

Maffra Primary School nurtures a respectful community of diverse, resilient and empowered lifelong learners.

Our school values are:

STEP UP BOUNCE BACK TAKE CARE BE KIND

Maffra Primary School is a 'Respectful Relationship' school and views every person in our school community as equals in our efforts to make our school a safe, consistent and enjoyable place to learn.

Maffra Primary has proudly representing the Maffra township and broader area since 1867. It is the only government primary school in the town of Maffra which is located within the Wellington local government area in Gippsland. The school enjoys excellent support from parents and the wider community.

The school's enrolment has been relatively stable with a 2018 enrolment of 307 students. It is expected to stay around the 280 – 320 mark for the next four years. In 2018, the school operated 15 classes, which left 1 classroom available for a range of intervention and extension programs. The original Maffra Primary School hall is still on site, and this was refurbished in 2018 to begin our Before and After School Care program which was a very welcome and successful addition for our school. This service is available to both Maffra Primary and St Mary's Primary and is aimed at allowing Maffra families to continue to attend and support their local schools. Buildings are set in attractive landscaped gardens and the school grounds are extensive with a football and soccer oval, two hard courts for ball games as well as multiple areas containing playground equipment.

The school's staffing profile includes the Principal and Assistant Principal, Leading Teachers, and a mix of Range 2 and Range 1 teachers. Two key management teams operate within the school:

- 1) Leadership Team: Principal, Assistant Principal, Leading Teachers (Literacy / Numeracy)
- 2) Wellbeing Team: Principal, Assistant Principal, Wellbeing Support Officer, School Chaplain

There is an effective blend of youth and experience and a good gender balance. Teachers are assisted by Education Support staff including integration aides and administrative staff. Maffra Primary School have a Consultative Committee that are briefed on all key organisational and financial operations by the Principal.

Framework for Improving Student Outcomes (FISO)

At the end of 2018 our leadership team completed a self evaluation of our performance against the high impact improvement initiatives related to the Framework for Improving Student Outcomes. Our summary reflection was:

Excellence in Teaching and Learning: Emerging / Evolving

Professional Leadership: Evolving

Positive Climate for Learning: Emerging / Evolving

Community Engagement in Learning: Emerging / Evolving

The key focus areas for 2018 following this assessment were:

Relationships - in 2018, Maffra Primary refined its vision to the one seen in this document. Every classroom teacher was also a part of a 'Professional Learning Community' which used evidence based discussion to lead ongoing improvement of learning outcomes for identified students. At the completion of each Term each team completed a presentation to the rest of the staff.

Literacy - Maffra Primary School was part of the literacy initiative across the Outer Gippsland Region. The school purchased over \$10,000 of new books with every classroom holding a minimum of 300 books to be accessed by

the students. Ongoing Professional Development sessions were conducted with staff to begin developing a consistent literacy block based on 'The Workshop Model'. This is the key instructional model that will be used across all classrooms.

Assessment - Over 2018 the school's assessment schedule was reworked to include more updated tasks that allowed for both formative and summative assessments. This included assessments in reading, writing and numeracy that are done across the school so that student academic growth can be closely tracked from year to year.

Attendance - Our Student Wellbeing Team met weekly with attendance a key part of the agenda. Data was used with at risk students identified and year level trends identified. Changes were made to key events during the year to deliver a stronger more consistent attendance message to the broader community.

Achievement

Maffra Primary School achieved some strong results in several academic areas over 2018. These included:

- Students working at or above expected levels at the State average.
- Naplan Year 3 results similar to schools with the same socio-economic background.
- Increased percentage of students in the top two bands for reading in Year 3.
- Very strong correlation between teacher judgments and Naplan scores for individual students.

Some areas of improvement for our student learning are:

- Reading results consistently below the State average and results from 'like schools'.
- An increase in the students experiencing high or medium growth in reading.
- A high percentage of students unable to transfer learning skills from one academic area to another.

Maffra Primary along with other schools in the Wellington Network adopted Network Wide Reading Strategy over 2018. This will continue to be a key focus for 2019, with particular emphasis on developing consistent teaching practice in the key areas of reading, writing and spelling. There will also be a strong focus on extending our students in mathematics to try and increase the percentage of students achieving above the expected level in this area.

Engagement

Maffra Primary School continued to develop strategies to overcome high absence rates over 2018. Our absences reduced by 100 days over 2018, and this was a result of a range of ongoing strategies adopted by the school including attendance awards give out weekly to classes, and phone calls home to families at risk. The annual school musical production 'Nursery Rhyme Lane' involved all students, in two sell-out shows at the Entertainment Centre in Sale. Months of preparation resulted in a high quality show that was enjoyed by the community.

Our Parents and Friends Club members provided special lunches known as 'Fun Food Days'. Representatives from each class from Years 3 to 6 form a student council which responded to student ideas about school improvements and resulted in several key yard improvements including construction of a 'ga-ga pit' and new line marking around the school.

Wellbeing

The Performance Summary indicates that the Year 4-6 Students Attitudes to School Survey fell into the 'Lower' Category when compared to results at a state and regional level. When breaking down this data further there is considerable difference between boys and girls in regard to their overall wellbeing at school. The female data

was consistently higher than the state and like school average, whereas the boys was markedly lower. This will be an area of significant focus in 2019, through a focus targeting selected students to discuss and act upon their school engagement levels.

Maffra Primary School adopts a 'growth mindset' approach and this was a strong area of focus over the 2018 School Year. We also introduced the Respectful Relationship Program through the school in 2018 which is a targeted program focusing on the explicit teaching of social skills and personal values.

Financial performance and position

In 2018, Maffra Primary School finished the year with a Student Resource Package surplus of \$105,000. This was a reduction from the previous year as extra money was allocated to the employment of an additional 5/6 teacher. Our bank accounts finished the year with a surplus of approximately \$134,000 which was reduced from the previous year. Significant investments were made in the areas of literacy, ICT and upgrades to facilities and grounds.

For more detailed information regarding our school please visit our website at
<http://www.mafraps.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 310 students were enrolled at this school in 2018, 163 female and 147 male.

2 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) 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: Low - 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)	79.7	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)	61.0	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
Domain	Percent	Percent	Percent	Percent	
English	85.8	90.1	82.6	95.3	Similar
Mathematics	89.1	91.1	84.0	96.4	Similar

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
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	59.1	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	56.8	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	41.7	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	54.1	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	60.5	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	61.5	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	47.0	61.2	47.0	75.5	Lower
Year 5	Numeracy (4 year average)	52.6	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	45.5	45.5	9.1
Numeracy	35.3	44.1	20.6
Writing	22.6	58.1	19.4
Spelling	31.3	50.0	18.8
Grammar and Punctuation	34.4	43.8	21.9

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)	17.5	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	17.1	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	91	92	92	90	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)	74.6	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	77.8	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)	74.8	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	73.6	81.8	73.7	89.7	Lower

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,648,893
Government Provided DET Grants	\$472,678
Government Grants Commonwealth	\$5,640
Government Grants State	\$0
Revenue Other	\$7,983
Locally Raised Funds	\$118,868
Total Operating Revenue	\$3,254,062

Equity ¹	Actual
Equity (Social Disadvantage)	\$257,790
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$257,790

Expenditure	Actual
Student Resource Package ²	\$2,543,418
Adjustments	\$0
Books & Publications	\$10,868
Communication Costs	\$3,272
Consumables	\$62,820
Miscellaneous Expense ³	\$112,259
Professional Development	\$15,218
Property and Equipment Services	\$182,228
Salaries & Allowances ⁴	\$180,862
Trading & Fundraising	\$37,659
Travel & Subsistence	\$0
Utilities	\$22,599
Total Operating Expenditure	\$3,171,202
Net Operating Surplus/-Deficit	\$82,860
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$18,625
Official Account	\$17,011
Other Accounts	\$101,621
Total Funds Available	\$137,257

Financial Commitments	Actual
Operating Reserve	\$81,551
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$16,071
School Based Programs	\$22,427
Beneficiary/Memorial Accounts	\$7,619
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,588
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,000
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
Total Financial Commitments	\$137,257

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').