

2017 Annual Report to the School Community



School Name: Maffra Primary School

School Number: 861

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Opening in 1867 Maffra Primary School celebrated its 150th anniversary during 2017. This event provided the school an excellent opportunity to celebrate its strong standing and connection with the Maffra community. 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 2017 enrolment of 323 students. It is expected to stay around the 280 – 320 mark for the next four years. In 2017, the school operated 15 classes, which left 2 classrooms available for a range of intervention and extension programs. The original Maffra Primary School hall is still on site, and this is used intermittently by Parents Club and the broader community. The school has undergone a major rebuilding program in the past which has resulted in excellent facilities which will be permanently located at the school. 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 2016 the school 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 are:

Relationships - Key work needed on refining vision of the school which will then flow to consistent behaviour expectations and follow up for our broader school community. This will also drive the work in Professional Learning Communities (PLC') regarding setting up detailed protocols.

Role Clarity - The organisational structures are in place, but more role clarity is needed particularly with leadership team and amongst senior staff to ensure equality of workload.

Literacy - Exploration of what does a 2 hour literacy block look like at Maffra PS. Should be guided by Literacy strategy from Network as well as further whole staff moderation.

Growth Mindset - Received very favourably by staff and students. Need to flesh out further the 2018 steps for imbedding across the school.

Attendance - Further development of our attendance policy with key improvements such as immediate contact for students away for a day.

These focus areas will form a key part of our 2018 Annual Implementation Plan.



Achievement

Maffra Primary School achieved some strong results in several academic areas over 2017. These included:

- Student growth from Years 3 to 5 ahead of the State average in the key areas of Reading, Writing and Mathematics.
- Students experiencing low growth below the State average.
- Our Year 5 overall Naplan results the highest they have been at the school for 4-5 years.
- Very strong correlation between teacher judgements 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'.
- A reduction in the students who are achieving in the top two academic bands between Year 3 and Year 5.
- 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 are adopting a Network Wide Reading Strategy over 2018. This will be a key focus for the year 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 2017. Our overall absences increased from an average of 15 days absent per student in 2016 to 18 days absent per student in 2017. These high numbers were a combination of a large group of families taking prolonged time away from school for holidays and several chronic cases of ongoing absence. The school is working closely with the Department to support families of students with chronic absences and in 2018 a range of initiatives will be introduced to continue to improve our attendance rates.

The annual school musical production 'Junkyard Band' involved all students, in two sell-out shows at the Entertainment Centre in Sale. Months of preparation resulted in a high quality show described by many as ... 'the best yet!'

Our Parents and Friends Club members provided special lunches known as 'Fun Food Days'. Representatives from each class from Years 3 to 6 formed a student council which responded to student ideas about school improvements and organized many special events including lunchtime activities, carnival days and theme days in support of our World Vision sponsored child and other charitable organizations.

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 2018, through a focus on building relationships between students and explicitly teaching the oral language skills that assist in this.

Maffra Primary School adopts a 'growth mindset' approach and this was a strong area of focus over the 2017 School Year. All staff worked with our student community on developing consistency around growth mindset language and promotion through the school. Over time we are very confident that this approach will provide our students with improved resilience skills and an increased positive mindset to their learning.

For more detailed information regarding our school please visit our website at
www.maffraps.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	
<p>Enrolment Profile</p> <p>A total of 323 students were enrolled at this school in 2017, 175 female and 148 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> Lower</p> <p> Similar</p> <p> Lower</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>56%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>53%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>48%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>54%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>66%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	56%	26%	Numeracy	22%	53%	25%	Writing	21%	48%	30%	Spelling	23%	54%	23%	Grammar and Punctuation	14%	66%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 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>90 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	91 %	92 %	93 %	90 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	91 %	92 %	93 %	90 %	91 %										



Performance Summary

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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>Results: 2017</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>Results: 2017</p>	<p> Lower</p>

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)

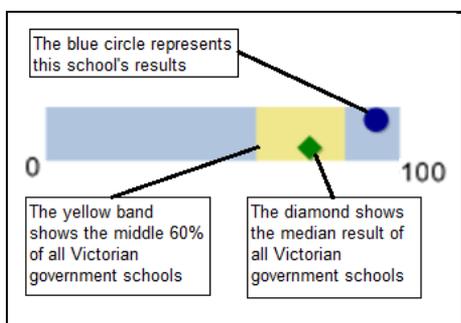
Engagement

- 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*' 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').



Financial Performance and Position

Financial performance and position commentary

In 2017, Maffra Primary School received \$207,524 in equity money. This money was used for improved ICT access through the purchase of computers, the employment of a Student Wellbeing Officer to assist students at risk, and employment of Literacy intervention teachers to support students with low literacy and vocabulary backgrounds. The school operated at a surplus in 2017, in preparation for the 2018 School Year where additional staff will be employed to support our senior classes where we have a high number of students with social disadvantage.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,544,317	High Yield Investment Account	\$5,469
Government Provided DET Grants	\$391,600	Official Account	\$7,678
Government Grants Commonwealth	\$33,200	Other Accounts	\$130,000
Revenue Other	\$11,959	Total Funds Available	\$143,147
Locally Raised Funds	\$143,115		
Total Operating Revenue	\$3,124,192		
Equity¹			
Equity (Social Disadvantage)	\$207,524		
Equity Total	\$207,524		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,349,522	Operating Reserve	\$82,486
Books & Publications	\$3,933	Asset/Equipment Replacement < 12 months	\$21,620
Communication Costs	\$4,057	Revenue Received in Advance	\$28,366
Consumables	\$59,161	School Based Programs	\$10,087
Miscellaneous Expense ³	\$119,208	School/Network/Cluster Coordination	\$588
Professional Development	\$13,039	Total Financial Commitments	\$143,147
Property and Equipment Services	\$128,546		
Salaries & Allowances ⁴	\$150,053		
Trading & Fundraising	\$52,930		
Utilities	\$20,772		
Total Operating Expenditure	\$2,901,221		
Net Operating Surplus/-Deficit	\$222,971		
Asset Acquisitions	\$0		

(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 05 March 2018 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.