

2018 Annual Report to The School Community



School Name: Murrumbeena Primary School (3449)



- 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 14 March 2019 at 04:30 PM by Lynne Foster
(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 01 April 2019 at 03:29 PM by Sandra Maxfield
(School Council President)

About Our School

School context

Murrumbeena Primary School has a strong tradition of excellence within the community, which covers the areas of Murrumbeena, Carnegie, Hughesdale and East Malvern. Most parents are involved in professional occupations and all have high expectations for their children's achievements. The school had an enrolment of 534 students in 2018, 252 female and 282 male, with 21 percent of students having English as an Additional Language (EAL).

The school is supported by a neighbourhood boundary. The school has a low Student Family Occupation (SFO) Index of 0.1892 and a Student Family Occupation and Education (SFOE) Index of 0.1464.

In 2018 the school had 42 equivalent full time staff, comprising 2 Principal Class, 30 teachers, 6 support staff, 2 office personnel and 2 Out of School Hours personnel. The school also employs a number of part time staff including a canteen manager, a local ICT technician and a handyman. All staff work in a team environment to support a comprehensive and engaging learning program for all students.

Our school motto is, "Excellence Through Endeavour" and the whole school community supports the school's values of: Respect, Responsibility, Resilience and Relationships.

The school is an authorised International Baccalaureate Primary Years Program (IBPYP) World School, with teaching pedagogy based on student-centred inquiry learning with an international perspective. Classroom programs focus on catering for individual learning styles and abilities and are supported by specialist programs in ICT/ Library, Physical Education, Art, Music and Japanese.

The Stephanie Alexander Kitchen Garden (SAKG) program is included in the Years 3 and 4 curriculum. It provides an opportunity for children to learn sustainable practices through planting, harvesting, preparing and sharing food produced at school. Our school also continues to offer a range of extra curricular activities which include Family Life, Interschool Sport, Choir, Student Leadership, Buddy Program, interest based clubs, camps and an extensive incursion and excursion program.

Teachers work in teams to ensure comprehensive planning provides for all students' learning. The school's mission statement is to provide a challenging and dynamic learning environment that engages all students and equips them with the appropriate skills and knowledge to be active and successful members of a 21st century global society. We endeavour to develop lifelong learners, who are internationally minded, respectful of other cultures and responsible citizens.

We are committed to our teachers undertaking continuous professional learning to enhance their skills; ensuring that they plan and work together in professional learning teams to guarantee the consistency of approach, shared expectations and a whole school ownership of the learning of all students. Lessons are carefully scaffolded so they can be translated into lessons which have clear learning intentions and success criteria.

Murrumbeena has a focus on using the research behind the Department of Education and Training's (DET), High Impact Teaching Strategies (HITS) as a basis for improving teaching pedagogy.

The individual staff performance development targets are driven by the school's overarching goals as developed in response to our data. These goals are evidenced in the Strategic Plan and Annual Improvement Plan.

Framework for Improving Student Outcomes (FISO)

In 2018 the school selected three areas from the Framework for Improving Student Outcomes (FISO):

- *Building practice excellence
- *Empowering students and building school pride
- *Setting expectations and promoting inclusion.

Rationale:

Analysis of whole school data identified areas of growth and areas requiring particular attention. In 2018, the school continued to focus on the initiatives of building practice excellence through the embedding of our teacher/peer learning observations as we continued to embed a consistent pedagogical approach. Professional Learning Teams (PLTs) in Numeracy, Literacy and Wellbeing, worked collegiately to improve student outcomes.

Detail to support Rationale:

The school already had strong results in literacy and numeracy however there was a need for continued focus in

writing from P-6.

The school developed a pedagogical framework for teaching writing and a Literacy Specialist was appointed to further develop teachers' knowledge and target student need.

Areas of the 2016-2019 Strategic Plan were addressed and included:

- *Further development of staff capacity in the use of data, ensuring effective use of pre and post testing.
- *Student growth to be tracked.
- *Review of school spelling program.
- *Review behaviour management systems.
- *Establish a student management system.
- *Address areas of conflict resolution, resilience and positive choices with teachers using Restorative Practices.
- *Student Leadership opportunities expanded.

These key improvement strategies were driven by:

- *The implementation of the SMART spelling program.
- *Agreed whole school instructional model of teaching.
- *A review of the PYP (Primary Years Program) units of inquiry, aligning them to the Victorian Curriculum.

Achievement

Murrumbeena Primary School continues to be recognised as a high performing school as evidenced by the Victorian Curriculum and NAPLAN results. Comprehensive planning and programs have been developed in the areas of Literacy and Numeracy. In 2018 our NAPLAN targets and data indicates that the school is high performing. Results in Spelling indicate that 73% of Year 3 students and 54% of Year 5 students are performing in the top two NAPLAN bands and over 40% of our students having high growth from Year 3 to Year 5. Results in Reading continue to be high with 87.9% of students in Grade 3 performing in the top two bands and an increase in the number of students in Year 5 in the top two bands to 54.25%. Numeracy results also indicate an increase in the number of students in the top two bands with 71% of our Year 3 students performing at this level and 65% of year 5 students. Over 50% of our students had high growth in numeracy from Year 3 to 5 and this was an outstanding result for the school.

Teachers continue to plan and provide challenging programs to extend the potential of each individual child. It is our aim to provide high quality instructional practice and further develop teacher capacity. Teachers work in collaborative teams to ensure high levels of program delivery and student achievement. In 2019, we will continue to provide students with rich learning experiences and assessment tasks in accordance with the Victorian Curriculum. The Six Traits and 'Big Write' form part of our whole school writing program and these will continue, within our six week writing cycle. These programs will support a whole school approach and an agreed instructional framework in the teaching of writing. Implementing the High Impact Teaching Strategies (HITS) will continue be a priority.

Engagement

In 2018 our Student Absence data indicated 17% of students with 20 or more absence days. This is a slight drop from 2017 and similar to other schools but still higher than previous years. Thirty-five students had more than 30 days absent and the majority of those were not from our EAL (English as an Additional Language) cohort. There are a variety of reasons for this which do include a high incidence of extended family holidays. The Students' Attitudes to School Survey indicates that our students have a positive sense of voice and agency and whilst similar to other schools, there was a decrease from 76% feeling positive to 68% with more students scoring neutral in this area. In the area of teacher concern, 73% of our students feel positive and this is similar to other like schools. The year 6 cohort was the most positive of the year 4-6 cohort, with 86% registering a positive relationship with their teachers. In 2019, Murrumbeena Primary School will focus on increasing student engagement by promoting student voice and agency and strengthening feedback to and from students.

Wellbeing

According to the 2018 Attitudes to School survey results (a survey conducted every year with Year 4, 5 and 6 students), Murrumbeena Primary School achieved similar to other like schools in how students feel about managing bullying, with 80% of students registering a positive attitude and 14% neutral. Year 5 students were more positive than Year 4 and Year 6 and this may be a result of their involvement in the Play Ambassadors program and the Peer Mediation program. A focus in 2019 will be on student leadership with the reintroduction of the Junior School Council and increased roles and responsibilities for the Year 6 cohort.

The school's Parent Satisfaction Summary which measures parent opinions about the school, 88% of the 57 parent responses received were satisfied with our school. 84% of parents believe the school is managing bullying well and 90% believe the school promotes positive behaviour.

The Staff Opinion Survey which measures staff views on a range of factors including school climate. 81% of the staff surveyed were positive about the school's climate and this is well above the state and above like schools. In 2018, the school reviewed and refined a wide range of school policies and set about re-evaluating the school values and clarifying shared expectations that deliver a safe, orderly learning environment. In 2019 our wellbeing focus is on increasing Student Voice and Agency which is aligned with the new PYP enhancements. We aim to ensure students help develop their own learning goals and know how they will achieve their goals and what their learning will look like when they are successful.

Financial performance and position

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 are obtained and the intent/purposes for which funding was provided or raised is outlined. The figures at the end of 2018 for Murrumbeena Primary School reflected a surplus. This was largely due to a number of long term staff retiring or going on family leave and being replaced by staff who are graduates. The majority of program budgets were met with increased spending on furniture, replacement of old ICT equipment, a new phone system, maintenance and the introduction of the new student management system. This will continue in 2019 with the replacement and upgrading of furniture, play equipment, technology in the hall and student ICT equipment. The school self funds extra technology support, maintenance personnel, additional office support, OSHC workers and teacher assistants.




For more detailed information regarding our school please visit our website at
<https://murrumbeenaps.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 535 students were enrolled at this school in 2018, 252 female and 283 male.

21 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> Similar</p> <p> Higher</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 Data</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>41%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>34%</td> <td>57%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>50%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>36%</td> <td>48%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>45%</td> <td>41%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	41%	42%	Numeracy	9%	34%	57%	Writing	24%	50%	26%	Spelling	16%	36%	48%	Grammar and Punctuation	14%	45%	41%	<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 1015 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>94 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>96 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	95 %	94 %	94 %	96 %	92 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	95 %	94 %	94 %	96 %	92 %										

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	\$3,800,089	High Yield Investment Account	\$302,651
Government Provided DET Grants	\$430,527	Official Account	\$119,613
Government Grants Commonwealth	\$161,572	Other Accounts	\$722,132
Government Grants State	\$3,175	Total Funds Available	\$1,144,396
Revenue Other	\$23,932		
Locally Raised Funds	\$835,474		
Total Operating Revenue	\$5,254,768		
Equity¹			
Equity (Social Disadvantage)	\$8,825		
Equity Total	\$8,825		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,675,176	Operating Reserve	\$198,037
Books & Publications	\$4,435	Other Recurrent Expenditure	\$3,256
Communication Costs	\$8,007	Provision Accounts	\$20,000
Consumables	\$114,225	School Based Programs	\$198,602
Miscellaneous Expense ³	\$259,192	Asset/Equipment Replacement < 12 months	\$184,500
Professional Development	\$34,051	Maintenance - Buildings/Grounds < 12 months	\$220,000
Property and Equipment Services	\$298,265	Asset/Equipment Replacement > 12 months	\$140,000
Salaries & Allowances ⁴	\$456,609	Capital - Buildings/Grounds > 12 months	\$60,000
Trading & Fundraising	\$53,885	Maintenance - Buildings/Grounds > 12 months	\$120,000
Utilities	\$59,065	Total Financial Commitments	\$1,144,396
Total Operating Expenditure	\$4,962,909		
Net Operating Surplus/-Deficit	\$291,859		
Asset Acquisitions	\$28,970		

(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).

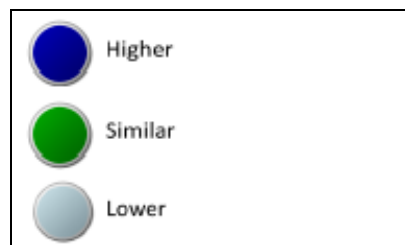


What does *School Comparison* refer to?

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').