

2019 Annual Report to The School Community



School Name: Mildura South Primary School (4389)



- 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 2019 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 16 April 2020 at 11:35 AM by Marie Therese Milani (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

About Our School

School context

Mildura South Primary School is a Positive Education School and a member of the Positive Education Schools Association. Our mission: 'We bring our best selves to school and love the work that we do' informs our priorities as we strive to develop the whole person focusing on Literacy and Numeracy, ensuring that we provide challenging learning experiences in an engaging learning environment. Our Positive Education culture values a high work ethic and collaboration with teachers working in Professional Learning Communities to achieve the best outcomes for students. Together as a whole school community we support each other in discovering new learning about ourselves, our capabilities and what we can accomplish. Through our culture of coaching and continued professional learning we are able to achieve our vision:

- All students achieving high standards given the right time and support
- All teachers can teach to high standards given time, coaching and professional learning and the right assistance
- High expectations, teaching to point of need and early ongoing intervention are essential
- All leaders, teachers and students can articulate what they are learning and what success looks like. (Clarity: Lyn Sharratt 2019)

We have a strong commitment to Technology, encouraging and enabling the students to connect to the world beyond our school gate.

The school has introduced STEM as a weekly curriculum area for all students from Years 3-6 to ensure our students are engaged in problem solving and authentic engaging learning that challenges their thinking and creates opportunities to collaborate with peers.

Our staff consists of 1 Principal, 2 Assistant Principals, 1 Leading Teacher (leading Wellbeing/Special Education) and 3 Learning Specialists (Literacy and Digital Technology). The Wellbeing/Special Education Leading Teacher supports all students and staff across the entire school. There is a strong emphasis on maintaining a safe, secure, welcoming and stimulating environment that encourages successful learning. Our school has a culture of teachers learning from each other through a cognitive coaching program, implementing the Victorian Teaching and Learning Model and reflecting on student voice to improve teaching practice. All staff continue to strive to make every day count for our students.

We have 19 classroom teachers, 5 specialist teachers, 8 Education Support Officers (Student Learning) and a part time Psychologist. We have a full time IT technician and part time Library person. Our school is well resourced enabling us to implement strategies to address the needs of all students, including those with special needs.

Assessment for High Quality Practice at Mildura South Primary. Assessment is formative and teachers gather in their Professional Learning Communities to discuss 'faces on data' and the best practice to ensure that all students have the opportunity and learning experiences that enables them to flourish. Summative Assessment is carried out each term in Literacy and Numeracy and goals are set according to individual needs to facilitate each child being taught at their point of need.

Parent support, dedicated staff and positive students ensures excellence in education at Mildura South Primary.

Framework for Improving Student Outcomes (FISO)

Our FISO priorities are to increase teacher knowledge, skills and practice to ensure consistency across the school. To achieve this we developed a whole school professional learning plan with a particular focus on teaching and learning. Professional development has been provided to all staff to support the practice of the Victorian Teaching and Learning model when implementing the Victorian Curriculum. As a Positive Education School student voice and choice are also important priorities in the day to day teaching and learning culture at Mildura South Primary. There has been significant work on collecting student data to inform teaching and to make sure our children know when they are successful. Students are given a range of learning tasks and resources that are challenging and engaging and at their point of need. We have increased student leadership opportunity through Junior School Council, student mentor programs and lunch time clubs where senior students model good positive social practice to our younger students. Our 18 senior student leaders meet with the Principal, Assistant Principals and Psychologist every fortnight for lunch to voice their views and insights and those of the students they represent. Our staff have developed performance and development goals that are directly linked to our FISO priorities and the school goals. A key priority we have at Mildura South Primary is to be able to accurately measure the achievement levels and growth of our students. In 2019, our

FISO priorities were to focus on excellence in teaching and learning and creating a positive education climate for learning through high expectations and inclusion.

Achievement

Mildura South is achieving learning results similar to other schools with similar student background characteristics. Numeracy and Literacy will continue to be our priority.

Our NAPLAN results in 2019 has given us very clear indicators of the strengths and areas in Literacy and Numeracy for improvement. We continue to focus on the Learning Gain particularly in Literacy and Numeracy between years 3-5. We are encouraged by the parent survey, staff survey and attendance data indicating a strong relationship between home and school. Mildura South Primary is committed to the continued improvement of student connectedness and a reduction of bullying behaviours .

All Programs for a Student with disability (PSD) students showed progress at satisfactory or above in achieving their individual goals. PSD students have four Student Support Group meetings per year that include Parents/Carers and all other stakeholders. Our staff work collaboratively to support each other in a highly professional manner with a rigorous commitment to student learning. Individual Learning Plans are written for all Koori students, EAL students, Out of Home Care students and PDS students. Faces on data are used to track each student at Mildura South Primary. Formative assessment takes place regularly and teachers collaborate in Professional Learning Communities to create goals and implement strategies ensuring each student experiences point of need teaching.

In 2019 our School network 'Compas' continued to facilitate communication between staff, students, and parents. Our two Assistant Principals lead the teaching of Numeracy throughout the school and we have two Literacy Learning Specialist leading Literacy. Our Digital Technology Learning Specialist coaches teachers from Prep to Year 6. One of the Assistant Principals is also a School Coach, coaching across the school from Prep to Year 6 in pedagogy and Literacy and Numeracy, ensuring our teachers and students are clear on what skill, knowledge or understanding they are learning and how they know they will be successful. Teachers continue to meet regularly to develop effective teaching practice that makes an impact on improved student outcomes, focusing on clear learning intentions and success criteria.

We will continue to implement team coaching, individual coaching and team lesson studies and learning walks as we utilise the Victorian Teaching and Learning Model, building on the coaching culture while teaching the Victorian Curriculum.

Engagement

We have been very pleased with our continued improvement in student attendance. Our 4 year average attendance is higher than similar schools. A combination of an engaging curriculum and an attendance recognition program has contributed to this and will continue in 2020.

We were pleased with the Attitudes to School Survey results. We matched the results of the State and the Network.

There is still some work to do around the areas of 'Student Behaviour' and 'Well Being.'

Tomorrow's Leaders Today (TLT) develops leadership skills in each Grade 5 and 6 students, encouraging them to take responsibility for their choices and influencing the positive culture of Mildura South Primary.

Our Positive Education culture values hard work and collaboration. Together as a whole school community we support each other in taking risks and working out of our comfort zone to learn and discover new things about ourselves, our capabilities and what we can accomplish.

Mildura South Primary School has a whole school Student Engagement Policy that ensures a safe environment.

The Student Leadership Team and House Captains for 2020 were elected and established at the end of 2019.

There are more opportunities for student leadership through Junior School Council and House Captains along with nominated Student Leaders for the week.

Wellbeing

The school mission is to: 'Bring our best selves to school and love the work that we do'

Each day at Mildura South Primary our students, together with our staff and families adopt Dr Martin Seligman's

principle of PERMA. In doing so we flourish as individuals and as a school community.

P – Positive Emotions

We know that when we experience positive emotions that we are more open to learning and working with others. Each day we have calm time scheduled so that we can pause and check in with ourselves first, then enabling us to check in with others.

E – Engagement

We have engaging school activities and lessons where we know what we are learning and why we are learning it. Students can articulate the learning intention and success criteria for each lesson.

R – Relationships

We thrive on positive relationships. We listen to each other to learn and understand another person's perspective. We value different people's stories and cultures and we celebrate diversity in our Mildura South Primary Community.

M – Meaningful

Our learning and experiences at Mildura South Primary are in the context of growing our whole selves. We are taught strategies of mindfulness so that as we pause and notice we can identify the meaning of our learning and tasks in context.

A – Accomplish

We are successful at Mildura Primary School because together we work hard. We support one another through challenges and we listen to each other identify 'what works' and 'why it works'. We celebrate our accomplishments, knowing that it is only through making our own choices and mistakes that we can truly grow.

In 2019 we continued to develop our Positive Education culture through the introduction of the TRICK values. We now refer to: 'The TRICK to PERMA' - Identifying the values of: Teamwork, Respect, Integrity, Courage and Kindness as our daily practice in developing a culture of PERMA.

Our school employs a part time Psychologist and his role is to support the various needs of our students and develop the positive education culture in the school to improve the wellbeing of all of our school community.

In December 2017 we became a Lead School for the Respectful Relationships program which supports and enhances the learning we are currently doing in this area. The Respectful Relationships Program that is taught from Prep-Grade 6 builds an emotional resilience in our students, where individuals are respected and help seeking is an explicit strategy that we value and teach daily.

The Stronger Smarter culture of being stronger in the heart and smarter in head is a part of our every day lives at Mildura South Primary. We have high expectation relationships, honouring all cultures with an inclusive approach to students within all curriculum areas.

Prep students' transition to school is a highly organised and effective program conducted at the end of the year prior to their commencement. All new Prep families are met by the Principal and given a full tour of the school. We have developed a matrix where specific data on all students is collected and passed onto their teacher for the following year. At the end of 2019 the students transitioning within the school to the next year level had three opportunities to work with and develop relationships with their 2020 peers and teacher.

We continue to build a strong relationship with our secondary feeder schools and the schools leaders are involved in the Sunraysia Transition Program. Year 5 and Year 6 students have the opportunity to attend the Secondary Discovery Day which assists in building their confidence around transition. A number of our students are involved in secondary enrichment programs throughout the year and this further supports their transition into Year 7.

Our Parent Opinion Survey on Transition has improved every year over the last three years and is above the State benchmark. Parent satisfaction generally is still quite high.

Financial performance and position

Mildura South has ended the year in a financially sound position.

The College Lease funds of approximately \$101,000.00 boosted our cash reserves and enabled the school to purchase furniture and equipment and employ a maintenance man who attended to the grounds, buildings and repairs. The Out of School Hours Program/Vacation Care continues to operate and the school received administrative fees which we directed to the running of the program.

Our Parents' Club continued in their strong support of the school had another successful year with their fundraising efforts.

Our Provisional Account balance is maintained to ensure that we have sufficient funds for Long Service Leave and also

for School Council Employee salaries.

We received the Early Years Numeracy and Literacy grant (\$12,000) and this was used to fund a teacher to work one on one with our Koorie students.




Draft

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 517 students were enrolled at this school in 2019, 237 female and 280 male.

10 percent were EAL (English as an Additional Language) students and 8 percent 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).



















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Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Similar </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Below </p> <p>Below </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>Below </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>37%</td> <td>53%</td> <td>10%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>54%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>34%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>57%</td> <td>38%</td> <td>5%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>51%</td> <td>38%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	37%	53%	10%	Numeracy	38%	54%	8%	Writing	47%	34%	19%	Spelling	57%	38%	5%	Grammar and Punctuation	51%	38%	11%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>89 %</td> <td>89 %</td> <td>94 %</td> <td>90 %</td> <td>93 %</td> <td>89 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	89 %	94 %	90 %	93 %	89 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	89 %	94 %	90 %	93 %	89 %	91 %										

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Below ●</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>Below ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,193,707	High Yield Investment Account	\$417,480
Government Provided DET Grants	\$828,417	Official Account	\$25,381
Government Grants Commonwealth	\$277,274	Other Accounts	\$0
Revenue Other	\$43,758	Total Funds Available	\$442,861
Locally Raised Funds	\$401,371		
Total Operating Revenue	\$5,744,526		
Equity¹			
Equity (Social Disadvantage)	\$513,276		
Equity Total	\$513,276		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,054,218	Operating Reserve	\$244,271
Books & Publications	\$6,073	Provision Accounts	\$43,415
Communication Costs	\$13,385	Funds Received in Advance	\$43,216
Consumables	\$130,591	School Based Programs	\$55,445
Miscellaneous Expense ³	\$160,152	Asset/Equipment Replacement < 12 months	\$57,800
Professional Development	\$16,238	Total Financial Commitments	\$444,147
Property and Equipment Services	\$380,819		
Salaries & Allowances ⁴	\$727,913		
Trading & Fundraising	\$38,618		
Travel & Subsistence	\$10,421		
Utilities	\$63,120		
Total Operating Expenditure	\$5,601,548		
Net Operating Surplus/-Deficit	\$142,978		
Asset Acquisitions	\$5,187		

(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 26 February 2020 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)

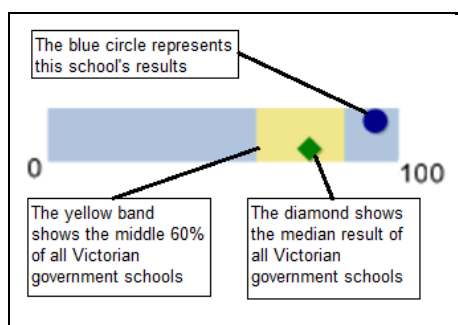
Engagement

- 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).

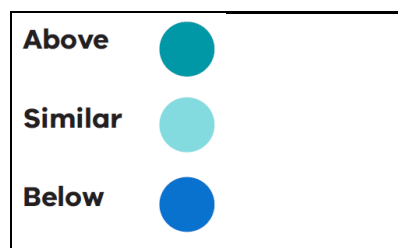


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').