

2016 Annual Report to the School Community



School Name: Malvern Central School

School Number: 1604



Name of School Principal:

Vicki Phyland

Name of School Council President:

Kate Brown

Date of Endorsement:

April 26 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

A new principal was appointed to commencement at the beginning of Term 3. It was the first year of the School Strategic Plan with key focuses on mathematics, positive education, and participation in the New Pedagogies project, coordination and implementation of professional learning teams. Students gain from the expertise of teams of teachers who ensure evidence-based programs are provided so that students enjoy personalised and individualised learning programs. The core areas of English and Mathematics are pivotal to all students' progress and development, enriched by an inquiry approach in other curriculum areas, and further enhanced by technology rich flexible learning spaces. Our students' academic achievements are evident in our NAPLAN and teacher judgments and results are well above the median of Victorian Government schools. The professionalism of our teachers to provide rigorous and targeted learning programs for all students along with the partnership built between the home and the school ensures our students' progress and development is optimised. Student well-being and social and emotional development is built through two key programs in place: For Foundation – Year 2 students, the Kimochi program is used to explicitly teach students about emotions and feelings and how to self-regulate and build social skills. Students are provided an enabling language through the program which they use to understand and explore their developing selves; and Year 3 – 6 students are provided a rich Character Strengths program based on the philosophy and concepts of the field of Positive Psychology. This has been a significant program driven by strengths of character, growth mindset and appreciative inquiry that has resulted in our students being enabled and empowered to build resilience, self-regulation and motivation. Student voice, student leadership and authentic student input into the curriculum programs have become a greater feature of the school.

Framework for Improving Student Outcomes (FISO)

Malvern Central School is proud of its students' learning achievements. Student outcomes in AusVELS and NAPLAN regularly show that the school's results are above the State median. The school uses numerous assessment tools to validate teacher assessment according to AusVELS. Our overall results reflected the aims and targets of the school's Annual Implementation Plan. A rigorous approach to assessment and detailed assessment schedule is followed by the teachers.

Teacher judgments (AusVELS) - The percentage of students in Foundation – Year 6 with a grade of 'C' or above in English and Mathematics was above the median of all Victorian Government schools and similar to 'comparison' schools. The proportion of students in years levels P – 6 working at above age expected standards in English was 97.2% and in Mathematics was 98.3%

NAPLAN - The proportion of students in the top three bands of testing in NAPLAN at levels 3 and 5 over a four year period is similar to comparison schools. Students in Years 3 and 5 achieved in all areas of NAPLAN well above the average of all Victorian Government Schools. These results are similar to 'comparison' schools.

Achievement

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student Attendance

Student average attendance at all year levels was slightly below the median for all Victorian Government schools and similar to 'comparison' schools.

Student Attitude to School Survey Years 5 and 6

The Student Perception of Safety factor and the Connected to School Factor is derived from the attitudes to School survey completed annually by Victorian government school students in years 5 and 6. In 2016 survey responses were similar to comparison schools.



Wellbeing

Malvern Central School has continued to progress the Positive Education Program that now extends from Foundation through to Year 6. The Kimochi program from Foundation to Year 2 students is now well resourced and embedded in the early years. Positive Psychology forms a basis to build the emotional and social skills of our students. By offering ongoing professional learning opportunities to our staff and positive education workshops to our students' parents, Malvern Central School further demonstrated its support for the use of this evidence and research based discipline in a school environment. Students in Years 3 - 6 have continued to be supported in their applied use of concepts such as character strengths, mindset and mindfulness. Student Led Assemblies are a feature of the school calendar and engage student voice and agency, and build a culture of community. Students experience learning enrichment also through camps, music, choir, sports, Japanese LOTE and performing and visual arts.

For more detailed information regarding our school please visit our website at



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 436 students were enrolled at this school in 2016, 197 female and 239 male. There were 11% of EAL (English as an Additional Language) students and 0% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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>● Lower</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>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>25%</td> <td>36%</td> <td>39%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>45%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>67%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>52%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	36%	39%	Numeracy	31%	45%	24%	Writing	22%	56%	22%	Spelling	11%	67%	22%	Grammar and Punctuation	30%	52%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	25%	36%	39%																							
Numeracy	31%	45%	24%																							
Writing	22%	56%	22%																							
Spelling	11%	67%	22%																							
Grammar and Punctuation	30%	52%	18%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</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>95 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	94 %	94 %	93 %	92 %	92 %	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	94 %	94 %	93 %	92 %	92 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

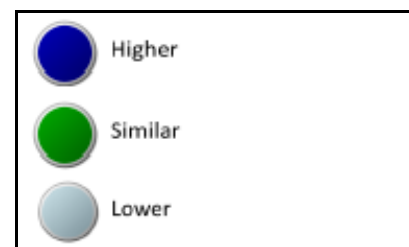
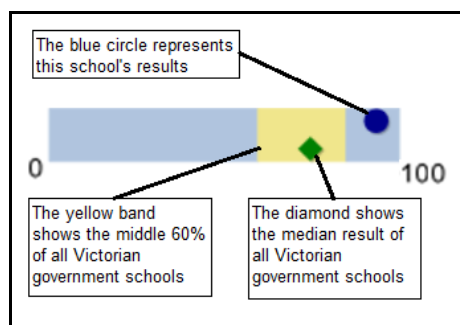
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

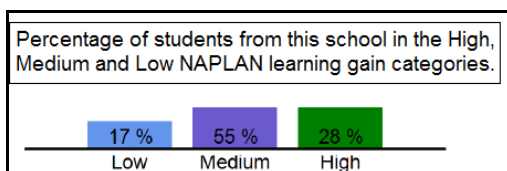
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,811,951
Government Provided DET Grants	\$306,496
Government Grants Commonwealth	\$5,800
Revenue Other	\$48,662
Locally Raised Funds	\$564,728
Total Operating Revenue	\$3,737,638

Expenditure	
Student Resource Package	\$2,759,640
Books & Publications	\$1,066
Communication Costs	\$17,600
Consumables	\$66,708
Miscellaneous Expense	\$224,520
Professional Development	\$36,808
Property and Equipment Services	\$267,954
Salaries & Allowances	\$131,964
Trading & Fundraising	\$44,477
Travel & Subsistence	\$64
Utilities	\$41,004

Total Operating Expenditure **\$3,591,805**

Net Operating Surplus/-Deficit **\$145,833**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$427,240
Official Account	\$52,992
Other Accounts	\$36,629
Total Funds Available	\$516,861

Financial Commitments	
Operating Reserve	\$128,846
Asset/Equipment Replacement < 12 months	\$40,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$40,000
School Based Programs	\$155,000
Provision Accounts	\$51,015
Other recurrent expenditure	\$12,000
Asset/Equipment Replacement > 12 months	\$20,000
Capital - Buildings/Grounds incl SMS>12 months	\$30,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$40,000
Total Financial Commitments	\$516,861

Student Resource Package Expenditure figures are as of 20 April 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.