

## 2015 Annual Report to the School Community

Middle Park  
Primary School

School Number:  
2815



*2015 Student Leaders at The National Young Leaders Conference*

Name of School Principal:

Tim Newton

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Name of School Council President:

Chris Arnott

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Date of Endorsement:

27<sup>th</sup> April, 2016

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Middle Park Primary School is located in a beachside area of Melbourne within the City of Port Phillip. The school provides a challenging and safe learning environment which encourages a love of learning, allowing students to perform confidently and maximise their potential. It supports students in undertaking leadership opportunities and becoming productive members of the global community. It prioritises the development of the whole child. Our values: Respect, Responsibility and Resilience are linked through all programs.

The school has a designated boundary and enrolments at the school are highly sought after. There is a strong sense of community within the area, with the compact enrolment zone leading to a village atmosphere which promotes close relationships amongst the children, local families and teachers.

At MPPS we have a wonderful community of children, parents and staff. There is enormous generosity of spirit, kindness and a desire for partnership. This is visually evident when you look at the buildings and grounds. These are key elements of strong social capital and many would argue that strong social capital determines student educational outcomes.

The purpose of this annual report (covering the period January to December 2015) is to inform parents and the wider school community of the school's successes, activities and achievements throughout the year. We have also included some information about what will be happening in 2016 where appropriate.

There were many highlights at MPPS during 2015. These include:

- Continued academic growth as seen through the NAPLAN and Teacher Judgement data,
- the development of the iPad program into the junior school and supporting policy development,
- the Footsteps Dance concert,
- the numerous additions to our whole school music program,
- the introduction of our High Potential Learners programs in Literacy, Mathematics and Music,
- publishing of our curriculum documentation,
- the addition of our new MOD 10 building on Page St,
- great student participation in sporting activities and
- a fantastic fundraising result, most notably our Trivia Night, thanks to the efforts of our wonderful school community.

There is no doubt that 2015 has seen amazing progress towards the goals and targets of our Strategic Plan and has been pivotal in the development of strong school community partnerships that will support our journey towards the achievement of a 'Community of Learners'. We are in a wonderful position to continue to strengthen partnerships that will promote the development of resilient, respectful and responsible 'life-long' learners.

Welcome to the Middle Park Primary School (MPPS) Annual Report.

The purpose of the Annual Report to the school community is to inform parents and the wider school community of the school's successes, activities and achievements throughout the year, and to meet legislative and regulatory requirements under the *Education and Training Reform Act 2006* and the National Education Agreement 2008.

Schools are required to submit a school annual report to the Department by 30 April each year. This timing also aligns with the election of the new School Council and I would like to take this opportunity to reflect on the achievements of the previous Council, and to introduce you to the new Council.

On behalf of the school community, I'd like to say thanks to Geoff Hill for his time and effort on School Council and his leadership as President for the past three years. In addition, thanks go to previous members Craig Sinclair, Kay Crowley, and Vanessa Belle, who have contributed an enormous amount and helped to put the school in a very strong position.

The recent Summer Fair was a great example of the school community coming together, having a great time and raising funds for the school. Many of you may not be aware that around 30% of the school's annual operating budget comes from a combination of the fantastic efforts of our fundraising volunteers and the voluntary fee contribution.

Beyond the financial, events like the Fair bring the school community together to deepen connections. As your new School Council President, I'm looking forward to finding as many ways as possible to make and strengthen these connections. Along with the other parent volunteers on School Council, Martin Lawrence (Treasurer), Astrid Heward (Policy & Planning), Tristan Kitchener (Fundraising), Manisha Sangekar (OOSH) and Paul De Gannes (Buildings and Grounds), we are looking forward to working with Tim and his team, and as many of you as possible to build on the past work of others and make Middle Park Primary School shine its brightest.

Chris Arnott  
School Council President

Congratulations to our entire MPPS community for all of the success in 2015. Our Annual Report is a real celebration of high level engagement seen through the wide range of programs, fundraising efforts and community events. Our school's efforts towards

becoming a 'Community of Learners' gained a great deal of momentum and has set us up for a long tradition of collective efficacy. I would like to thank our School Council for their leadership and governance. Operationally, our growing leadership team provided a high level of educational leadership that further enabled us to promote high learning growth patterns. Our entire staff continue to implement high levels of expectation and rigor into the teaching and learning programs and do it through relationships built on respect and kindness. Congratulations to our students for their commitment to leadership, learning and kindness. Thank you to our parent community and our community partnerships for their efforts in supporting our school community.

Tim Newton  
Principal  
Middle Park Primary School

## Achievement

Throughout 2015, learning at MPPS continued to be student centred. Differentiation of learning is based on the learning needs of each student. This means programs are focused on "next step learning" for each student. We have continued to develop strategies for monitoring student learning growth so that we can be responsive in our resource allocation. 2015 saw our focus on writing move to Mathematics which will hopefully lead to even greater improvement in student learning growth over the coming years. We are confident that our writing programs are well entrenched and high student achievement is sustainable.

The MPPS evidenced based Curriculum was completed to draft form and will act to provide greater consistency and clarity around how we manage teaching and learning from prep to year 6. The document will help to support teacher planning and performance feedback. 2015 also saw the publishing of our MPPS Curriculum which aims to articulate how we teach the specified curriculum content.

The dots on the following pages show that student achievement at MPPS is similar to schools that are 'like us' in relation to socio-economic background. The only exception to this is the 4 year average in Reading at year 5, even though our performance is still significantly above the state mean.

### Literacy

MPPS continued to focus on the implementation of a whole school, consistent approach to the teaching of writing. In 2015 the 'VCOP' (Vocabulary Connectives Openers Punctuation) and 'Big Write' programs were consolidated to enhance learning growth in the area of writing. The programs are aimed at teaching explicit writing strategies to improve the sophistication of student writing as well as creating a whole school language around writing conventions and structures. Our aim was to ensure that our approach across the school was sustainable and built into our teaching and learning culture.

The teams were supported in their planning, assessment and implementation of the VCOP program by the literacy coordinator and VCOP action team. Professional learning for staff focused on reflecting on classroom practices and sharing ideas and resources to support the implementation. Peer observations and our Coaching Conversations program focused on the teaching of writing.

A key success for us was the continued implementation of a writing criterion. This has enabled us to measure smaller amounts of growth and provide us with greater ability to be responsive to individual learning needs. It has also proven to help the planning of explicit teaching and feedback processes such as 'writing conferences'.

The classroom helpers training program for Year Prep to Year 2 parents was presented by the literacy coordinator in Term 1. We again recorded high levels of parent participation in both the training program and the classrooms.

### Mathematics

In 2015 we transitioned our focus to the area of mathematics teaching and learning. Teams were able to continue to implement a consistent approach to teaching mathematics as articulated in our curriculum documents. Our Mathematics leader finalized the articulation of the Mathematics MPPS Curriculum and set our teams up for full implementation in 2016. We also continued our involvement in the mathematics regional network.

We began our CHIP (Children of High Intellectual Potential) Program for high performing students in Mathematics. Programs were run during school and after school on a Thursday and were well attended.

### Enrichment Program

Literacy and numeracy learning was supported by a responsive approach to the learning growth patterns. Extra teachers were again allocated to each level team to support strong learning growth for students identified as requiring extra assistance to make progress appropriate to their ability. The model promoted the extra teacher taking the whole class activity enabling the classroom teacher to work with individuals and small groups. Due to the 'team' allocation of the extra teaching resources, we were able to take small 'pull out' groups of students with 'like' learning needs. We continued to invest in a learning support teacher allocated to the year 1/2 team to provide literacy and numeracy support.

In 2015, we implemented a program that catered specifically for students identified as 'High Potential' or 'Gifted' learners. This involved support at three levels. Firstly, classroom support for teachers. The research indicates that students at the high end of achievement are often the students with the lower learning growth patterns. Secondly, we allocated a teacher to run specifically designed programs that students can be withdrawn from the class to participate in. Research also indicates that high potential and gifted students benefit from opportunities to work together. The final layer to the approach involved the development of broader community links and support to families and students external to the school. The program was written up and supported by school policy and targeted Music, Literacy and Mathematics (as mentioned above).

We have managed to sustain the program into 2016.

Programs such as Gateways and the Mathematics Olympiad continue to be administered.

### eLearning

The ICT Sub Committee continued to support the implementation of the 1:1 BYOD (iPad) program for years 5/6. This involved further development of policy and improved levels of communication with families particularly relating to transition from year 4 to 5.

Teachers again noted an increase in the amount of teaching time in key areas of literacy and numeracy due to increased productivity. Our ICT Leading Teacher was released from most teaching duties to support teacher development, develop our MPPS Intranet (SIMple) and ensure the maximized use of iPads across the school as per the strategy.

In support of access in the P-2 classrooms, 6 iPad per room were purchased and used to support teaching and learning. With the support of the ICT Leading Teacher and lead teachers at each level, we had a focus on building teacher capacity to create new learning opportunities that were not possible before the implementation of the iPad program.

In 2016, based on these learnings, we are specifically allocating money to teacher professional learning. The ICT Working Party will evaluate the current fleet of computers/ notebooks and look for ways of transitioning to ensure that students across the school have appropriate levels of access to the tools needed.

### Inquiry Learning

Inquiry units continued to be very much focused on an 'authentic' action. Highlights included the Cathy Freeman Day and our ANZAC Celebration Day. Teams planned and worked together to ensure learning was student focused and responsive to student questioning. The documentation of the Inquiry Learning Skills Matrix enabled teachers to become more able to teach and assess the skills of inquiry as opposed to content knowledge.

Teams successfully accessed community resources to provide authentic experiences for students. Many skilled parents and community members were invited in to provide real life knowledge and experience for the students. Incursions and excursions also acted to support concept based learning.

Our inquiry learning throughout 2015 continued to have a strong focus on a sustainable environment.

## Engagement

MPPS has a well-developed and consistent Student Engagement and Management Policy. The focus is on being proactive and using positive strategies to assist students to regulate their own behaviours and guide their learning.

The most effective learning occurs when there is a strong relationship between students and staff. We use Restorative Practices to build on these relationships and provide students with the opportunity to learn how to self-regulate their behaviour.

A major focus of 2015 was on developing consistent behaviour expectations across the school. On a whole school curriculum day, staff were trained in Restorative Practices. Moving forward to 2016 we will be working closely with the Real School program, which will support us to reflect and improve our current practice to maximise student engagement and social justice approaches.

### Student Leadership

We pride ourselves of providing a broad range of leadership opportunities for all students, particularly in their final year of primary school. This is aimed at increasing student voice. Elected student classroom representatives from Prep to Grade 6 form both our Junior School Council (JSC) and Environmental Teams. JSC Leaders attended school council during the year to provide an overview of what they have accomplished and discussed in their meetings.

Grade 6 students make up the other Student Leadership positions in the school including; School Captains and Vice-Captains, House Captains and Vice-Captains, Environmental Leaders, ICT Leaders, Library Leaders, Music Leaders, Phys Ed Leaders and Art Leaders.

Peer Mediators and Play Leaders comprised of both Grade 6 and Grade 5 students. This enabled the Grade 5's to learn from their peers in preparation for the following year. These students provide regular assistance with minor social issues in the school playground.

The "Better Buddy" program continues to be a highly valued program in supporting our newest students in their transition to primary school, while providing further opportunity for senior students to be leaders and positive role-models.

### Physical Education & Aquatic Program

The major focus of the Physical Education program at MPPS is to encourage students to participate in all activities and to lead a healthy and active lifestyle. In 2015, the program placed an emphasis on playing modified and minor games covering a variety of sports to develop skill acquisition, spatial awareness, problem solving, strategic thinking and decision making skills for students of all abilities. In the senior school, these skills were put into practice during 5/6 Sport sessions and District Gala days held throughout the year.

2015 saw the continuation of our whole school Swimming and Water Safety Program held at the Melbourne Sports and Aquatic Centre. All students were expected to participate in the 5 day intensive program that caters for all abilities. Auswim trained MSAC staff delivered the program. Eligible students competed in the District Swimming Carnival, where some of our students qualified for higher levels of competition within the Victorian Primary Schools Association (VPSSA) structure.

All students from Prep to Grade 6 students were also involved in a beach based Lifesaving program. The program provided students with an opportunity to participate in a range of fun and meaningful activities to develop their knowledge and understanding of water safety, sunsmart and first aid techniques.

The majority of our sporting programs continue to be supported by our strong relationship with SEDA (Sports Education Development Australia)

### Performing Arts

In 2015 MPPS once again provided a strong performing arts program. Our junior and senior choirs performed at a number of events throughout the year, both within and external to the school. The MPPS ensembles continued to grow with growing numbers in our concert band, orchestra, and rock bands. We have continued to offer a wide variety of instrumental lessons via external organisations at the school (user pays) with a high participation rate by students.

### Camp Australia

2015 saw the first full calendar year of our partnership with Camp Australia. Enrolments continue to increase during the school term. Students and families who participate in the program are positive about the service provided by Camp Australia. A holiday program also commenced in 2015 and has been a positive addition to their service.

### School Staff Survey

The 2015 staff opinion results saw a positive upward trend in results compared to previous years. In previous surveys, our overall staff climate ranked below the state average. In 2015 we put strategies in place to improve our practice, particularly in the areas of Lesson Planning and sharing, management of student behaviour, Learning data collection and collation, and professional learning. Our efforts were rewarded with the 2015 overall staff climate ranking at and above the state average. We showed improvements across all areas. This increase in results can be attributed to:

- continued collaboration between staff within and across teams regarding planning and student data
- focusing on coaching and professional feedback to improve practice
- targeted professional learning

We are excited and looking forward to building on these successes in 2016.

### Community

At MPPS we continually look for ways to engage parents and the wider community in our school. Parents are encouraged to take part in our parent-helper program to assist in classrooms and support student learning growth, health and well-being. There are many other ways the community can get involved with our school including supporting the many fundraising events that occur throughout the year, through school council and their relevant subcommittees, parent information evenings, Dad and Kids camp, and school curriculum nights.

## Wellbeing

Student Wellbeing at Middle Park Primary School is a priority. Staff are positive role models for students and providing a safe, positive and nurturing environment for all students is paramount. We offer a variety of strategies and programs to maximise the wellbeing of our students, families and the broader community. We reflect on our current practice and modify our existing programs where appropriate.

### Restorative Practice

In 2015 we reviewed our approach to managing student behaviour. This resulted in staff participating in a Restorative Practice curriculum day. This behaviour management approach gives students the opportunity to take responsibility for their behaviour and be a part of the decision making process. Moving forward into 2016 we have established a partnership with *Real Schools* who will work with us to continue to develop in this area.

### Bright Start

Bright Start is a whole school transition program conducted at the beginning of each year. This enables students and teachers to get to know each other and build positive relationships and a strong community of learners.

### Bounce Back

Our *Bounce Back* wellbeing and resilience program focuses on the teaching of coping skills to help children respond positively to the complex and diverse situations that arise in their everyday lives ([www.bounceback.com.au](http://www.bounceback.com.au)). In 2015 we reviewed our current practice and are in the process of making modifications to improve the program where necessary.

### eSmart

In 2015 we continued to be an accredited eSmart school where smart, safe and responsible use of ICT is a cultural norm ([www.esmart.org.au](http://www.esmart.org.au)). Being an eSmart school gives us access to the most current evidence-based strategies, professional development and approaches to use with students when teaching them how to use technology appropriately. We will continue to ensure that all students, teachers and the wider school community are equipped to embrace the best these technologies can offer.

### Kindergarten to Foundation transition

Our Kindergarten to Foundation transition program continued to develop with 6 transition sessions held during term 4. This assisted in the smooth start to the school year for both students and parents. During term 3, the Assistant Principal and Foundation Team Leader visited every local kindergarten to begin developing relationships and knowledge of students and families. To further strengthen these relationships, the Foundation team conducted *home visits* for the first time at the beginning of the 2015 school year. The visits were an amazing success will continue in 2016.

### Year 6 to Secondary School

In 2015 we developed our own Year 6 – Secondary School transition program. The program aimed to provide our Grade 6 students with a secondary school experience. Students were given a timetable they had to interpret, be organised, and move from room to room for different subjects. It was a great success and will continue in 2016. Increased communication with Albert Park College (APC) continued and we endeavour to strengthen those links further in 2016. In 2015 we saw an increased number of students apply and accepted into the APC SEAL program.

### Moving On Up

To support our students transitioning from one year level to the next, we provide them with an opportunity to experience what school could be like for them the following year. We call it our *Moving On Up* program and it occurs in the second half of term 4 every year.

**Better Buddies**

We continue to be part of the *Better Buddies* program in 2015. This program enables children in their first and last year of primary school to buddy up and learn the values: caring for others, friendliness, respect, valuing difference, including others and responsibility ([www.betterbuddies.org.au](http://www.betterbuddies.org.au)). Youngest students feel safe and cared for while older students feel valued and respected. The program continues to be a highlight for a majority of Foundation and Grade 6 students.

**Productivity**

The focus of productivity for 2015 was again to ensure the effective allocation of financial, physical and human resources, to achieve the best outcomes for students. Financial, physical and human resources have been used strategically to develop the best possible combination to support improved student outcomes and achieve high academic results. An adequate professional learning budget is allocated to ensure continued investment in teacher capacity.

**Extra Teachers**

2015 saw a major investment in the implementation of our flexible teaching resource. This allowed extra teachers to be allocated to each team to ensure individual learning goals were met. Teams were able to use the extra teachers to help to cater for our 'next step' learning model.

**Coaching Conversations**

All teaching staff participated in our 'Coaching Conversations' program run by our Leading Teacher – Teaching and Learning. 10 staff were trained as 'coaches' and were given the opportunity to coach. The program enabled teachers to engage in peer observations and feedback relating to an agreed professional goal. The feedback collected from participants was very positive and the program will continue in 2016 to include all staff.

**Professional Learning Teams**

Further investment in the professional learning teams was seen throughout 2015 through leadership development as well as an increase in allocated shared planning times. Teams set specific and measurable shared goals that related to the cohort data for their year levels. Teams were able to allocate resources to directly support the achievement of the goals and targets. A number of our PLT leaders participated in Leadership Professional Learning programs offered by the Department through the Bastow Institute for Learning. Others have already been accepted to participate in the program in 2016.

**ICT Strategy**

As part of the final year of our School Council's ICT Strategy our year 5/6 students continued the BYOD program. We also invested in class sets of 6 for P-2 students to access as tools to support their learning. We maintained the computer lab to allow for 1:1 computer access for all classes at various points each week.

**Facilities**

In 2015 we saw the upgrade of the basketball courts, student toilets, the storage block (near the prep area) as well as lots of maintenance of the main brick building. We will continue with the flexible teaching resource allocation to remain responsive to student learning growth needs. 2016 will see the next phase of our ICT Strategy.

2016 will see the addition of playground equipment as a result of funds raised from the trivia night, the completion of our new MOD 10 building for the 1/2 classes and some minor landscaping projects.

For more detailed information regarding our school please visit our website at  
<http://www.middleparkps.vic.edu.au/web/>

## 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.

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:

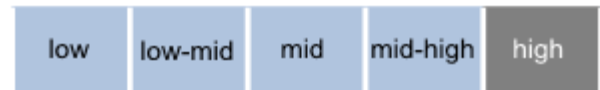
### School Profile

#### Enrolment Profile

A total of 480 students were enrolled at this school in 2015, 253 female and 227 male. There were 3% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary



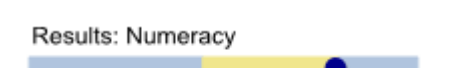






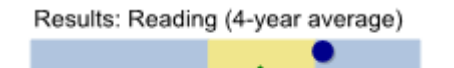

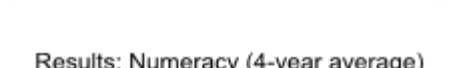




Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

| Achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Student Outcomes                                                                                  | School Comparison                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p> | <p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>                                 | <p> Similar</p> <p> Similar</p>                                                |
| <p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>                                                                                                                                                                   | <p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p> | <p>Towards Foundation Level AusVELS is not used for the School Comparison.</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><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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> 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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>27%</td> <td>56%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>58%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>42%</td> <td>44%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>55%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>51%</td> <td>28%</td> </tr> </tbody> </table> | Domain            | Low  | Medium | High | Reading | 27% | 56% | 18% | Numeracy | 29% | 58% | 13% | Writing | 13% | 42% | 44% | Spelling | 26% | 55% | 19% | Grammar and Punctuation | 21% | 51% | 28% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Low                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Medium            | High |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |                                                                   |
| Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 27%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 56%               | 18%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |                                                                   |
| Numeracy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 29%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 58%               | 13%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |                                                                   |
| Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 13%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 42%               | 44%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |                                                                   |
| Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 26%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 55%               | 19%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |                                                                   |
| Grammar and Punctuation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 21%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 51%               | 28%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |                                                                   |









## 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><b>Average Number of Student Absence Days</b></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 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1034 920"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table> | Prep             | Yr1               | Yr2  | Yr3  | Yr4  | Yr5  | Yr6 | 93 % | 93 % | 93 % | 93 % | 92 % | 93 % | 93 % | <p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p> | <p> Similar</p> <p> Similar</p> |
| Prep                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Yr1              | Yr2               | Yr3  | Yr4  | Yr5  | Yr6  |     |      |      |      |      |      |      |      |                                                                                 |                                 |
| 93 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 93 %             | 93 %              | 93 % | 92 % | 93 % | 93 % |     |      |      |      |      |      |      |      |                                                                                 |                                 |

## 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><b>Students Attitudes to School - Connectedness to School</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p>      | <p> Similar</p> <p> Similar</p>     |
| <p><b>Students Attitudes to School - Student Perceptions of Safety</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p>  | <p> Similar</p> <p> Similar</p> |

# How to read the Performance Summary

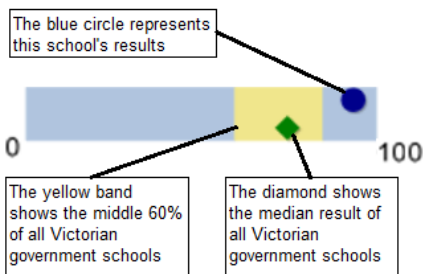
## What are student outcomes?

*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 colleges, 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.

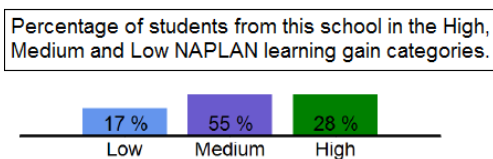
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

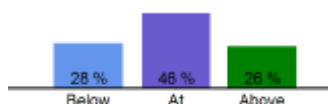


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## 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 - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

| Revenue                               | Actual             | Funds Available                                       | Actual           |
|---------------------------------------|--------------------|-------------------------------------------------------|------------------|
| Student Resource Package              | \$3,102,490        | High Yield Investment Account                         | \$324,185        |
| Government Provided DET Grants        | \$295,350          | Official Account                                      | \$58,987         |
| Government Grants Commonwealth        | \$11,230           | Other Accounts                                        | \$69,948         |
| Revenue Other                         | \$30,369           | <b>Total Funds Available</b>                          | <b>\$453,120</b> |
| Locally Raised Funds                  | \$596,220          |                                                       |                  |
| Capital Grants                        | \$84,280           |                                                       |                  |
| <b>Total Operating Revenue</b>        | <b>\$4,119,939</b> |                                                       |                  |
| Expenditure                           |                    | Financial Commitments                                 |                  |
| Student Resource Package              | \$3,051,019        | Operating Reserve                                     | \$143,512        |
| Books & Publications                  | \$15,908           | Asset/Equipment Replacement < 12 months               | \$4,722          |
| Communication Costs                   | \$16,872           | Maintenance - Buildings/Grounds incl<br>SMS<12 months | \$35,494         |
| Consumables                           | \$92,948           | Cooperative Bank Account                              | \$222            |
| Miscellaneous Expense                 | \$247,579          | School Based Programs                                 | \$166,219        |
| Professional Development              | \$28,467           | Provision Accounts                                    | \$11,542         |
| Property and Equipment Services       | \$384,681          | Other recurrent expenditure                           | \$46,382         |
| Salaries & Allowances                 | \$182,225          | Asset/Equipment Replacement > 12 months               | \$10,000         |
| Trading & Fundraising                 | \$52,524           | Maintenance -Buildings/Grounds incl<br>SMS>12 months  | \$35,028         |
| Utilities                             | \$25,196           | <b>Total Financial Commitments</b>                    | <b>\$453,120</b> |
| <b>Total Operating Expenditure</b>    | <b>\$4,097,420</b> |                                                       |                  |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$22,519</b>    |                                                       |                  |
| <b>Asset Acquisitions</b>             | <b>\$16,497</b>    |                                                       |                  |

Student Resource Package Expenditure figures are as of 21 March 2016 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.*

### Financial performance and position commentary

Middle Park Primary School's sound financial position continued in 2015. Locally raised funds again contributed significantly to this position, as did careful budgeting. The school was again fortunate to have a high collection rate of student charges and voluntary contributions – in excess of forecast – as well as strong fundraising contributions despite the school fete not operating in 2015. The school community is again grateful to the efforts of parents in fundraising on behalf of the school and the significant time and effort involved in organising events such as the trivia night. Other locally raised funds came from facility rental, commissions and our OOSH licence fee.

This strong revenue performance helped the school finish 2015 with a higher surplus than in 2014. This was despite significant investment into the final year of the schools ICT 3 year plan and funding of the school's educational priorities in literacy and numeracy.

The school with the assistance of a grant from the Department of Education & Training also completed a major overhaul of 'Block C' during 2015. The 2015 year also saw the repayment of the cooperative loan taken out in 2005 to develop the school grounds. Parent contributions as in prior years also funded the school nurse and the MPPS music program, which receive no funding from the Department of Education & Training (DET). The school community's support of the library and building funds also allows the school to keep the school's library well-resourced and our facilities in good shape.