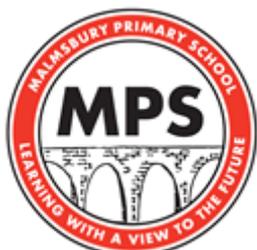


# 2019 Annual Report to The School Community



School Name: **Malmsbury Primary School (1408)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 20 July 2020 at 12:22 PM by Carolyn Tavener (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.

Attested on 28 August 2020 at 07:15 AM by Paul Chapman (School Council President)

## About Our School

### School context

Malmsbury Primary School is located 95km north west of Melbourne, 10 km north west of Kyneton and around 70km south east of Bendigo. Many of our parents choose to drive from neighbouring towns to enable their children to attend Malmsbury PS. We host Malmsbury Playgroup which meets two mornings a week. We offer an Outside of School Hours service that runs Monday to Friday from 3:30pm-6:00pm.

Malmsbury Primary School is dedicated to inspiring young people to become passionate participants in their future and good citizens in their community. We encourage leadership and personal growth through a range of classroom, community, creative and environmental learning opportunities. Our school community sets high expectations, academically and behaviourally, to enable our students to develop as adaptable, inquiring, creative, courageous and environmentally aware individuals who respect and celebrate differences in others. Malmsbury Primary School believes everyone has the right to feel safe, happy and be able to embrace and nurture a culture of wellbeing as they strive to be the best they can be.

Our school values of Respect, Responsibility, Honesty and Inclusiveness are an important part of our school culture and are reinforced and 'lived' by students, staff and parents. Students who uphold our school values, show initiative in being a positive school member, use a You Can Do It attitude and lift us all up with their enthusiasm, support and positive attitude can be nominated to receive a #teammalmsbury t-shirt.

We look for ways to connect our students with their local and global communities and help them to find ways to be involved and to make a difference. Our Inquiry units provide learning opportunities for our students to research their own wonderings and to connect their learning to local and global events and issues. Each Wednesday afternoon we run Community Groups, these are run by staff, parents and community volunteers. In 2019 we offered the following Community Groups- Malmsbury Ramblers (incorporating Landcare and River Detectives work), Gardening including working in our veggie garden, Japanese, Extension Art, Coding and Crafting. Our students are involved in a range of community and inter-school events such as ANZAC Day, Malmsbury Fayre, Kyneton Daffodil parade, Beat Concert, inter-school sports and Mt Alexander Chess Challenge.

In 2019 our school had 80 students in 4 classrooms- P/1, 1/2, 3/4 and 5/6. We offered specialist areas of Literacy support, Japanese, Visual Arts and Performing Arts. Our school had 6.45 equivalent full time staff comprised of: Principal, 3.6 classroom teachers, 0.6 specialist teachers, 1.25 Education Support Staff. Our senior students have the opportunity to apply for leadership positions as School Captains or House Captains. Students can also apply to be a member of Junior School Council or M.E.A.L (Malmsbury Environmental Action League).

Our weekly staff meetings are based around professional learning, using student data to cater to student learning needs and the sharing of effective teaching and learning strategies. In Term 4 of 2019 we completed our school review with the final report recognising the work we have done to embed some whole school effective teaching practices, to introduce formalised Professional Learning Community protocols and structures and to build our social capital with our school families and our local community.

We are very proud of the commitment our students, parents and staff have to our school and to each other. We work together to support each other and to be the best we can be. Our 2018 Parent Survey result in General Satisfaction was 93%.

### Framework for Improving Student Outcomes (FISO)

The FISO dimensions and Key Improvement Strategies we focused on in 2019 were:

\*Building practice excellence- related Key Improvement Strategies: To ensure a whole school focus on best practice in literacy and numeracy. To build a professional learning community culture, which will build the capabilities of teachers and teams to lead and implement change to improve student outcomes. All classroom teachers participated in Maths professional learning, attending a day presented by George Booker and then working with our Community of Practice

schools- Lancefield and Newham Primary schools, to support each other to implement ideas from the maths professional learning day. A team of four staff attended Professional Learning Community professional learning and then introduced the structure to remaining staff with two PLC inquiries happening over the year.

\*Curriculum planning and assessment- related Key Improvement Strategies: To strengthen our data literacy including the collection, analysis and use of student data within a consistent school wide model of instruction and assessment. Data literacy conversations were held regularly at staff meetings. As a team we worked together to plan for next steps in learning for identified students. Our aim for 2020 is to develop individualised plans for all our students.

\*Intellectual engagement and self-awareness- related Key Improvement Strategies: To implement a process of regular feedback to students on their progress. All classrooms developed a Learning Pit to support classroom conversations about grit and resilience when learning and as a way to give feedback to students about 'where they are' on their learning journey. Staff trialled a range of feedback strategies over 2019 including exit slips, individual conversations with students about what to work on next and recording it in the student's workbook, traffic lights and surveys. Attitude to School result in 'Motivation and Interest' was 80%.

\*Parents and Carers as partners- related Key Improvement Strategies: To implement effective strategies that connect school learning with home learning. Parents have responded positively to the increased curriculum and classroom information we are sharing in our newsletters. Inquiry home learning tasks have also been well received with families enjoying being able to be involved with inquiry units and gaining a better understanding of what their child is learning about and why. Parent survey result for 'School communication' was 95%.

## Achievement

In 2019 we implemented the Write2Read program to provide more structure around the teaching of phonemic awareness and phonics. We are pleased to see a higher percentage of our students making medium learning gain and a smaller number making low gain as measured by year 3 -5 NAPLAN learning gain in spelling. In 2020 we will continue to implement Write2Read with another two staff members to attend the Certificate 1 training. Our Maths professional learning was focussed on building teacher confidence and the use of effective teaching strategies. We worked with our Network Communities of Practice schools to share ideas and resources. Our PLC inquiries over the year focussed on how to improve our students ability to talk about their learning especially when problem solving in maths and to implement our maths lesson structure consistently. We reviewed our common maths lesson structure to provide more challenge for students and more opportunities for teachers to work with small groups of students. Our Year 3 NAPLAN results were below similar schools however we were pleased to see high learning gain being made in Year 3- 5 reading. Our Year 5 NAPLAN results matched similar schools. In 2019 we trialled using a Case Management template to plan for individual student needs. We found the template very successful in supporting teachers and families to work together to develop individual learning plans. In 2020 we will refine the template to create a document that can be used to support all students. We will continue to hold regular whole staff data discussions that will include discussing student work samples and assessment results.

## Engagement

Our focus in 2019 was to strengthen the three-way partnership between home and school- staff, students and parents. We met our targets for School Communication, General Satisfaction and Student Connectedness as measured by the Parent Opinion and Staff surveys. Each term we hold Parent/Teacher/Student meetings to set goals for students, to reflect on how the term is going for them and identify any areas of concern or to celebrate growth and achievements. We are very proud of the success of our Community Groups which involve not only teachers and parents but also members from our local community. Community Groups are run every Wednesday, students sign up to the group they would like to be part of for the term. Over 2019, our Community Groups have included gardening, Malmsbury Ramblers, PE, Crafts, Coding, Japanese and Art. Our student absence data matches similar schools. When families take extended family holidays, teachers prepare work for students to complete while they are away. Absence learning plans are created for students who have regular absences due to illness. In 2020, we will continue to build on the success of our Community Groups and the positive connections we have with our community. We will continue to provide information to families about classroom learning and find additional ways to reinforce our positive home/school partnerships. Student voice and agency will be an area of focus as we evaluate our current practices and develop teacher and student knowledge in this area.

## Wellbeing

A highlight of 2019 was the success of our home/school and community partnerships. Each Wednesday afternoon we run what has come to be known as Community Groups. Staff, parents and community members help to run the groups. Our students love Community Groups and the opportunity to get to know and work with members of our school and local community. Our school communication plan has led to increased information being included in our school newsletter and parents have responded positively to the additional information- Parent Survey result in School Communication for 2019 was 85%. Newsletter information has enabled parents to be more informed about classroom learning and how they could support their child's learning at home. We have continued to implement the Respectful Relationships program, You Can Do It keys, Habits of Mind, and Solving the Jigsaw. Class catch ups and circle times are held weekly in all classrooms, more often when students need additional support. Our school values are important in guiding the interactions of all members of our school community. Our buddy program involves all our students- P/1 students are buddied with 5/6 students and Grade 1/2 students work regularly with their 3/4 buddies so all students know each other well, learn and play together and look after each other. In 2020 we will continue to implement our social and emotional scope and sequence to ensure all our students are learning strategies that support their physical and mental wellbeing.

## Financial performance and position

Malmsbury Primary School continued to maintain a sound financial position throughout 2019. We received a small amount of Equity funding which was used to support staff professional learning in Maths, to work with our Network Communities of Practice partners and to attend and then implement PLC professional development. Parents Club are fundraising to create nature play areas in our school grounds, in 2019 they raised \$20,110.00. This money is included in our surplus and is being carried over to be spent on the playground upgrade. In 2019 we received a Federal Sporting Schools grant of \$2,200.00 to subsidise the cost of our whole school swimming program. Our Outside of School Hours program receives a grant under the Federally funded Community Child Care Fund. In 2019 we received \$29,602.50. These funds provide support to our OSHC so we can employ an OSHC co-ordinator to run our program.

**For more detailed information regarding our school please visit our website at**  
<http://malmsburyps.global2.vic.edu.au>

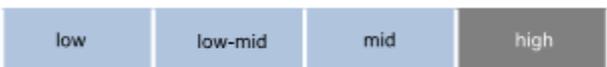
## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

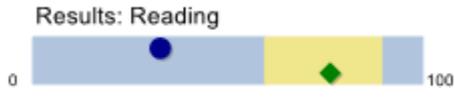
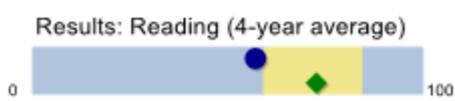
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 80 students were enrolled at this school in 2019, 42 female and 38 male.</p> <p>ND were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Similar School Comparison</p> <p>● Above   ● Similar   ● Below</p> <p><b>Above</b> ●</p> <p><b>Above</b> ●</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><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>Below </p> <p>Below </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>Similar </p>	

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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

Achievement	Student Outcomes	Similar 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 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>25%</td> <td>25%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>63%</td> <td>25%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>57%</td> <td>43%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>57%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>43%</td> <td>29%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	25%	50%	Numeracy	63%	25%	13%	Writing	0%	57%	43%	Spelling	14%	57%	29%	Grammar and Punctuation	43%	29%	29%	<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> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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</p> <p><b>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></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>90 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	91 %	90 %	90 %	92 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	91 %	90 %	90 %	92 %	94 %										

### 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$745,786	High Yield Investment Account	\$129,414
Government Provided DET Grants	\$120,860	Official Account	\$25,577
Government Grants Commonwealth	\$41,666	<b>Total Funds Available</b>	<b>\$154,991</b>
Revenue Other	\$16,095		
Locally Raised Funds	\$55,874		
<b>Total Operating Revenue</b>	<b>\$980,281</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$7,301		
<b>Equity Total</b>	<b>\$7,301</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$700,350	Operating Reserve	\$24,504
Books & Publications	\$145	Other Recurrent Expenditure	\$378
Communication Costs	\$1,474	School Based Programs	\$51,687
Consumables	\$16,161	Asset/Equipment Replacement > 12 months	\$5,000
Miscellaneous Expense <sup>3</sup>	\$31,764	<b>Total Financial Commitments</b>	<b>\$81,569</b>
Professional Development	\$8,238		
Property and Equipment Services	\$45,553		
Salaries & Allowances <sup>4</sup>	\$31,465		
Trading & Fundraising	\$11,119		
Utilities	\$8,518		
<b>Total Operating Expenditure</b>	<b>\$854,788</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$125,493</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (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').