

2018 Annual Report to The School Community



School Name: Macedon Primary School (1660)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2019 at 10:59 AM by Matthew Forrest
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 March 2019 at 04:05 PM by Nina Moncrief
(School Council President)

About Our School

School context

Macedon Primary School is set in the beautiful bush land surrounds of the Macedon township. There are high levels of engagement from parents, students and the community in our school. The school is the custodian of five acres of bush-land opposite the school called Middle Gully Reserve. Through this custodianship the school drives a strong focus on sustainability and learning through the environment with an extensive outdoor education, camping and Landcare program. Specialist programs are provided in Visual Arts, Performing Arts, Physical Education and Indonesian.

In 2018 there were 248 students enrolled. The staff comprises of 16 equivalent full-time staff: One principal class, 12.2 teachers and 2.8 education support staff. The Student Family Occupation (SFO) index is 0.19 indicating a community with a high socio-economic advantage relative to other Victorian government schools.

Our school vision is to provide comprehensive and innovative programs to enable our children to reach their full potential and to equip them with the skills and knowledge to become lifelong learners. To develop in children a sense of resilience and the ability to value themselves and others. To encourage the qualities of initiative, persistence and excellence to be successful in an ever changing world.

The school Values are:

Respect: Showing care for yourself, others, property and the environment

Responsibility: Being accountable for your words and actions

Creativity: Producing original ideas and using your imagination

Integrity: Being honest, sincere and trustworthy

Teamwork: Working together and learning collaboratively

Framework for Improving Student Outcomes (FISO)

In 2018 there was a strong focus on three key areas of the Framework for Improving Student Outcomes (FISO).

They included

FISO initiative - Evidence Based High Impact Teaching strategies

Key Improvement Strategy - Build teacher capacity to effectively use data to inform planning and differentiation of curriculum.

Progress toward this goal:

The school developed a process for refining the school meeting times. A focus on teacher professional learning guided by a strategic professional learning plan was implemented. Teachers all read the evidence based research on the most effective teacher mindsets to support improving student outcomes and implemented their learning in classrooms. The leadership team refined the existing instructional models and developed planning documents that supported planning with the evidence based strategies for teaching staff. Data presentations became a strong focus for whole staff learning.

FISO initiative - Building practice excellence

Key Improvement Strategy - Embed agreed instructional models in all curriculum areas across the school

Progress toward this goal:

The school leadership team refined the whole school assessment schedule and implemented the document. Regular and systematic collection of data will support the work of the whole school and teaching teams in 2019. Participation in the Macedon Ranges Principal Community of Practice group with five local schools proved a

positive experience for the school leadership team who refined their processes for systematic classroom visits. This work added rigour to the approach being implemented in 2019. The Learning Specialist led the implementation of the evidence based practice of peer observations in classrooms. All staff were involved in the peer observation process where key learning and staff reflection supported improvement in the classroom practice. In term four the Learning Specialist introduced staff to the assessment program Essential Assessment. This program has formed the foundation of a shift in practice to a data driven and evidence rich approach to planning, teaching and learning in 2019.

FISO initiative - Building communities

Key Improvement Strategy - Improve students' engagement in their learning and develop stronger connectedness to school

Progress toward this goal:

Progress was made toward this goal with the introduction of play based learning in Foundation and project based learning in other pockets of the school. An inquiry planner was drafted to support this style of student led pedagogy which is the foundation for our next strategic approach to expanding these areas of our pedagogy. A key highlight was the Year 5/6 learning expos throughout the year. Many parents, grandparents, friends and family visited the school during these events and were involved in the student learning. We made progress in consultation with the parent community through consultation on school council developed policies and the use of SeeSaw to share learning and refine the communication between teachers and parents.

Achievement

2018 NAPLAN Relative Growth Goals

Reading High Growth Goal >25% - Result 32% - Goal Met

Reading Low Growth Goal <28% - Result 24% - Goal Met

Writing High Growth Goal >28% - Result 35% - Goal Met

Writing Low Growth Goal <20% - Result 29% - Goal Not Met

Numeracy High Growth Goal >30% - Result 32% - Goal Met

Numeracy Low Growth Goal <18% - Result 26% - Goal Not Met

2018 NAPLAN Top Two Band Goals

Year 3 Top Two Bands Reading Goal - 68% - Result 76% - Goal Met

Year 3 Top Two Bands Writing Goal - 54% - Result 63% - Goal Met

Year 3 Top Two Bands Numeracy Goal - 55% - Result 63% - Goal Met

Year 5 Top Two Bands Reading Goal - 50% - Result 56% - Goal Met

Year 5 Top Two Bands Writing Goal - 26% - Result 21% - Goal Not Met

Year 5 Top Two Bands Numeracy Goal - 38% - Result 35% - Goal Not Met

The student outcome results for reading in 2018 were a highlight with all of the aspiration reading goals being met in both relative growth and top two bands categories. The relative growth results were mostly pleasing however continued focus on reducing the number of students achieving low relative growth in both writing and numeracy is important work for 2019 and beyond. The top two bands results for year three are very pleasing with all goals met in this category. The top two band goals were not met in both writing and numeracy at the year five level suggesting that extending our middle and high achieving students is an area for continued focus. The 2019 Annual Implementation Plan has a focus on formative assessment and teacher professional learning in Mathematics to support teachers to cater for a wide range of students with point of need teaching. A stronger focus on data analysis has been introduced in 2019 with regular team meetings focusing on student data case analysis. These high impact evidence based practices are aimed at improving our relative growth data in

Mathematics. These practices are largely focused on Mathematics in 2019, however these teacher skills are transferable to other subjects such as reading and writing.

Engagement

2018 Staff Opinion Survey Goals

Collective Responsibility Goal - 93% positive responses Result - 91% positive responses - Goal Not Met (however this result meets the four year strategic goal)

Collective Efficacy Goal - 94% positive responses Result - 93% positive responses - Goal Not Met (however this result meets the four year strategic goal)

Collective Academic Emphasis Goal - 84% positive responses Result - 78% positive responses - Goal Not Met (However this result is one percentage point below the four year strategic goal)

2018 Parent Opinion Survey Goals

Stimulating learning environment Goal - 78% positive - Result - 68% positive - Goal Not Met

School Improvement Goal - 70% positive - Result - 64% - Goal Not Met

High expectations for success Goal - 90% positive - Result - 88% - Goal Not Met

2018 Student Attitudes to School Survey Goals

Teacher effective time Goal - >75% positive - Result - 79% - Goal Met

Stimulated Learning Goal - >75% positive - Result - 80% - Goal Met

Learning confidence Goal - >75% positive - Result - 70% - Goal Not Met

Motivation & Interest Goal - >75% positive - Result - 77% - Goal Met

Teacher concern Goal - >75% positive - Result - 66% - Goal Not Met

The results in the engagement area of the 2018 AIP were mixed with three of the eleven targets being met. These results have informed the 2019 AIP and significant work has been completed by the leadership team to improve the collective efficacy, build strong teams and develop a collective focus on academic emphasis. Some decisions are having to be made to decrease distraction to core learning time, bring teams together to plan collectively and share strategies to improve outcomes. There have been some highlights in this work already with a number of teaching partners developing strong team teaching approaches to planning and learning. This needs to be an area of continued focus for 2019 and into the future.

There has been a focus in the administration area to communicate more efficiently to parents about learning progress, whole school improvements and opportunities to contribute to the school. We are seeing high levels of engagement and action from a core group of parents and hope to expand this to provide more opportunities for parents to be involved with volunteering as well as engagement in and support for the learning. The student expo that was held at the end of 2018 in the 5/6 area was a success and the model has been introduced to the whole staff to improve our connection with the community through learning in our 2019 whole school "War on Waste Unit" we are seeing high levels of engagement in the activity and anticipate a successful student expo day late in term one 2019.

We met three of the student attitude to school survey goals which is pleasing. Continued focus on improving the learning confidence and teacher concern goals is important work for 2019 and beyond. The introduction of evidence based assessment programs in Mathematics is aimed at increasing the amount of "point of need" teaching. Evidence suggests that teaching students at their correct "point of need" optimises the challenge students face so the learning is not too easy and not too hard. We have attended whole staff learning sessions about students with specific needs in order to better understand particular groups of students in our school so far in 2019. This work is aimed at improving our understanding of students and in turn improving our ability to respond to all students with empathy.

Wellbeing

Staff Opinion Survey

Variable Trust in Students and Parents Goal - 90% positive - Result - 85% positive - Goal not met

Attitudes to School Survey

Variable School Connectedness Goal - 82% positive - Result - 74% positive - Goal not met

Parent Opinion Survey

Variable School Connectedness Goal - 92% positive - Result - 94% positive - Goal met

There was a positive results in the parent opinion survey for the "School Connectedness" variable. It is evident there is more work to be done with regards to the students opinion of this same variable. The 2019 whole school units such as the "War on Waste" are aimed at providing opportunities for students to be engaged in their school and develop a sense of school pride. We have expanded the student leadership program and intend for the student council to be connected with work directly related to school improvement.

Financial performance and position

Macedon Primary School programs were strongly supported in 2018 with 90.5% of Essential Item fees from families collected which totalled \$37,683. We also collected \$3737 voluntary funds for the buildings and grounds fund. The PFA raised \$14,633 with \$5,744 in fundraising expenses raising a net profit of \$8, 889.

Other sources of funding the school received include:

\$5000 in equity funding which is committed to programs to improve student outcomes.

\$44,548 in Government Grants which is attributed to the OSHC grants that the school receives for the child care rebate.

\$8000 in Government Grants to be spent on fire risk reduction tree works.

\$7636 once off donation from a parent for the purpose of developing a sensory space in the school.

The resurfacing of the basketball court was a significant project the school undertook in 2018 and has vastly improved the surface of the court. Another significant purchase in 2018 was the 50 netbooks provided to the year 5/6 area. At the end of the 2018 school year the school had a balance of \$56, 362 in the bank. It is important to note the the OSHC service ran at a \$9234.9 loss in 2018. The fees to the OSHC service have been raised in 2019 and there are longer term plans to ensure that the service remains economically viable for the school and community.

All funds have been expended or committed to subsequent years to support the achievement of educational outcomes.




For more detailed information regarding our school please visit our website at
<https://www.macedonps.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile

Enrolment Profile

A total of 241 students were enrolled at this school in 2018, 106 female and 135 male.

ND were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

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




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>44%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>41%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>35%</td> <td>35%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>44%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>35%</td> <td>44%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	44%	32%	Numeracy	26%	41%	32%	Writing	29%	35%	35%	Spelling	18%	44%	38%	Grammar and Punctuation	21%	35%	44%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	94 %	93 %	93 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	94 %	93 %	93 %	91 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,761,732	High Yield Investment Account	\$13,550
Government Provided DET Grants	\$251,460	Official Account	\$40,257
Government Grants Commonwealth	\$49,473	Other Accounts	\$2,555
Government Grants State	\$40,426	Total Funds Available	\$56,362
Revenue Other	\$4,379		
Locally Raised Funds	\$214,621		
Total Operating Revenue	\$2,322,090		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,711,363	Operating Reserve	\$56,362
Books & Publications	\$659	Other Recurrent Expenditure	\$5,625
Communication Costs	\$7,125	Funds Received in Advance	\$10,330
Consumables	\$64,376	Funds for Committees/Shared Arrangements	\$3,731
Miscellaneous Expense ³	\$89,274	Total Financial Commitments	\$76,049
Professional Development	\$4,634		
Property and Equipment Services	\$184,435		
Salaries & Allowances ⁴	\$179,600		
Trading & Fundraising	\$25,584		
Utilities	\$29,289		
Adjustments	(\$357)		
Total Operating Expenditure	\$2,295,983		
Net Operating Surplus/-Deficit	\$26,108		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

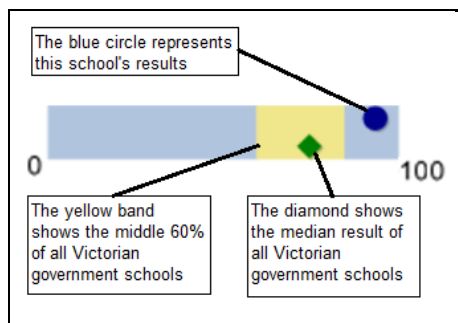
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

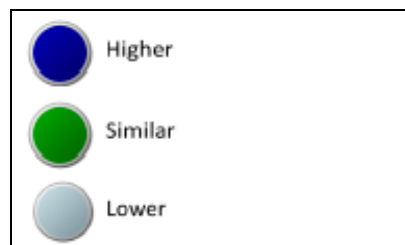


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').