2019 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 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 18 August 2020 at 08:09 AM by Matthew Forrest (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 26 August 2020 at 10:39 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 2019 there were 266 students enrolled. The staff comprises of 18.82 equivalent full-time staff: One principal class, 14.4 teachers and 4.42 education support staff. The Student Family Occupation (SFO) index is 0.20 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 2019 there was a strong focus on three key areas of the Framework for Improving Student Outcomes (FISO). It should be noted that there are many strong lead indicators (as outlined below) that are precursors for improvement in the student outcomes however this is not reflected in the 2019 NAPLAN results. A thorough analysis of the 2019 NAPLAN results has occurred and subsequent focus and strategies included in the 2020 AIP. This being the final year of the 2017-2020 strategic plan we will use these results to strengthen our approach when developing the new strategic plan in term four 2020.

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:
In 2019, we had a specific focus on raising the students learning achievement of student in Mathematics. We implemented the Essential Assessments program to support the assessment and analysis of student data in Mathematics. Though our weekly professional learning meetings, teachers deepened their knowledge of creating differentiated learning opportunities for their students in their mathematics lessons. We developed a student case study process, known as our "faces on the data" process. Each classroom teacher conducted a number of student case studies throughout 2019 and they were supported by their team to develop actions to trial to support individual students. This process is now embedded in our practices and strong evidence of impact is evidence in our in school standardised assessments. Staff aligned their performance and development documents to this goal, including a specific individual goal about raising Mathematics outcomes in their classrooms. All classroom teachers demonstrated strong progress toward this goal.

FISO initiative - Building practice excellence
Key Improvement Strategy - Embed agreed instructional models in all curriculum areas across the school
Progress toward this goal:
In 2019, we developed a thorough schedule of leadership team learning walks. The learning walks were designed to

monitor student learning in classrooms and offer staff support when required. A key focus of the learning walks in 2019 was to establish the consistent school wide evidence based practice of adding learning intentions and success criteria at the beginning of all lessons. Anecdotal evidence gathered throughout the year suggests that this practice has become an embedded part of our teachers approach.

FISO initiative - Building communities
Key Improvement Strategy - Improve students' engagement in their learning and develop stronger connectedness to school
Progress toward this goal:
In 2019, we made considerable gains in developing school wide documents that will support the inquiry approach to teaching. The student voice and agency team developed a school wide planner that is now in place and gives staff strong direction for their inquiry planning over a two year cycle. The planner was refined throughout the year and student projects such as the war on waste, the winter solstice dance and story telling event and the year six science expo were all examples of how this work is impacting positively on the students experience.

Achievement

NAPLAN Relative Growth

Measure   2019 Target
Reading - High growth greater than 35% Result - 19% - Goal not met
Reading Low growth less than 20% Result - 37% - Goal not met
Writing - High growth greater than 30% Result - 21% - Goal not met
Writing – Low Growth less than 20% Result - 28% - Goal not met
Numeracy - High growthgreater than 35% Result - 4% Goal not met
Numeracy – Low Growth less than 20% Result - 29% Goal not met

NAPLAN Students in Top 2 Bands

Measure   2019 Target Year 3   2019 Target Year 5
Reading   Year 3 Target - 75% - Result - 63% - Goal not met
Reading   Year 5 Target - 58% - Result - 42% - Goal not met
Writing   Year 3 Target - 65% - Result - 78% - Goal met
Writing   Year 5 Target - 28% - Result - 16% - Goal not met
Numeracy   Year 3 Target - 65% - Result - 74% - Goal met
Numeracy   Year 5 Target - 40% - Result - 42% - Goal met

Whilst the 2019 NAPLAN results were not as strong as we would have liked we have made considerable progress towards our whole school goals for improvement. There has been significant work completed in teacher training and professional development which is a positive step forward for our school. We are confident that the targeted work we completed to support teacher capacity building is having a strong impact. Our in-school assessment data demonstrated strong positive trends in our whole school data linked to Reading, Writing and Mathematics.   Many of the strategies to address improving the learning growth data in Numeracy were implemented after the 2019 NAPLAN testing in May. Since these strategies have been implemented our in-school standardised tests suggested that strong progress toward these goals has occurred. We anticipate that this will translate into stronger results in 2020.   We are confident that the strategies and work completed in 2019 sets a strong foundation for high quality instruction and student learning growth. In the 2020 annual implementation plan we set goals around maintaining and deepening the focus on Mathematics while implementing a range of strategies to improve the consistency and effectiveness of our reading practice.

Engagement

2019 AIP
Staff Opinion Survey
Measure   2019 Target
Collective Responsibility93% - Result - 96% - Goal met
Collective Efficacy 94% - Result - 91% - Goal not met
Collective Academic Emphasis 84% - Result - 85% - Goal met

Parent Opinion Survey
Measure   2019 Target
Stimulating learning environment 78% - Result - 78% Goal met
School Improvement - 70% - Result - 83% - Goal met
High expectations for success 90% - Result - 83% - Goal not met

ATTS
Measure   2019 Target
Stimulated Learning 50th percentile - Result - 29.9th percentile - Goal not met
Learning confidence 25th percentile - Result - 35.7th percentile - Goal met
Motivation & Interest 30th percentile - Result - 22.6th percentile - Goal not met
Teacher concern 25th percentile - Result - 53.2th percentile - Goal met

In 2019 we received strong results in six out of the ten measures of success. It was particularly pleasing to see academic success and teacher concern goals met. All of the staff opinion surveys results were strong and although we did not meet the collective efficacy goal 91% positive responses is still a very strong result. These measures have all been maintained or improved since 2018. The parent opinion survey results should be read with caution. We received a response rate of 30% which is below the recommended 40% required for statistically valid results. In 2020, we have engaged in the DET professional learning community training with the aim to further improve the collective responsibility and academic emphasis of our teaching staff. Evidence suggests that this focus will support teachers to drive positive well-being and academic outcomes for our students.

Wellbeing

Staff Opinion Survey
2019 Target
Trust in students and parents   87% - Result - 91% - Goal met

ATTS
2019 Target
School Connectedness 30th percentile - Result - 53.6th percentile - Goal met

Parent Opinion Survey
2019 Target
School Connectedness 75th Percentile - Result - 54.1st percentile - Goal not met

In 2019, there was strong growth in the staff and student results for this measure. Programs such as a war on waste and the year six Wurrujderi garden project were implemented to develop a strong sense of school pride and connectedness. This work was completed through developing the inquiry planner for staff. This work will continue to be refined in 2020 with a focus on building the middle gully program. Staff have been resourced for the Middle Gully sessions and a thorough program is being conducted there. This is aimed to continue to improve school pride and support students to think globally and learning how to act locally.
Again it must be noted that the parent result in the category saw just 30% of of the parent group respond. The suggested statistically significant response rate is 40% therefore we should be cautious to draw conclusions from the results.

Financial performance and position

Macedon Primary School programs were strongly supported in 2019 with 89% of Essential Item fees from families collected which totalled $44 628. We also collected $8 667.50 voluntary funds for the buildings and grounds and Middle Gully Reserve which was up significantly from 2018. The PFA raised a net profit of $7534.70 which contributed to the upgrade of the AV equipment in the John Curtin Building. The school fete raised a net profit of $33 847.29. The fete profit has been tagged to painting the inside of the main school building with the works expected to be completed in 2020.

Other sources of funding the school received include:

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

$37 461.31 in Government Grants which is attributed to the OSHC grants that the school receives for the child care rebate.

The OCHC also received $10 000 in grant money that contributed to ongoing sustainability of the service.

$14 000 in Government Grants to be spent on fire risk reduction tree works.

At the end of the 2019 school year the school had a balance of $63 785 uncommitted funds in the schools official account. It is pleasing to note that the OSHC service broke even for the first year in three years. The fees to the OSHC service were
raised in 2019 and many of the plans to ensure that the service remains economically viable for the school community were enacted in 2019. This improvement work will continue in 2020.

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/

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 266 students were enrolled at this school in 2019, 121 female and 145 male.

np percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.0	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.3	79.5	68.5	87.9

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary year levels.*

"Similar School Comparison" is a way of comparing school performance to similar schools in Victoria that takes into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are 'Similar', 'Above' or 'Below' relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	**Percent**	**Percent**	**Percent**	**Percent**	
English	94.9	89.7	81.7	95.0	Similar
Mathematics	94.1	90.3	81.8	95.8	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (latest year)	85.2	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	92.6	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	77.4	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	67.7	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (4 year average)	89.6	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	83.7	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	80.2	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	67.2	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	37.0	44.4	18.5
Numeracy	28.6	67.9	3.6
Writing	27.6	51.7	20.7
Spelling	27.6	51.7	20.7
Grammar and Punctuation	37.9	41.4	20.7

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.0	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	14.9	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	93	93	92	94	93	94

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	82.4	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	78.3	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	88.9	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	84.4	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	$1,914,201
Government Provided DET Grants	$301,965
Government Grants Commonwealth	$53,361
Government Grants State	$0
Revenue Other	$19,968
Locally Raised Funds	$296,658
Capital Grants	$0
Total Operating Revenue	$2,586,153

Equity [1]	Actual
Equity (Social Disadvantage)	$5,000
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	$5,000

Expenditure	Actual
Student Resource Package [2]	$1,815,565
Adjustments	$0
Books & Publications	$1,139
Communication Costs	$4,555
Consumables	$53,553
Miscellaneous Expense [3]	$104,360
Professional Development	$6,995
Property and Equipment Services	$139,192
Salaries & Allowances [4]	$199,814
Trading & Fundraising	$45,821
Travel & Subsistence	$0
Utilities	$31,522
Total Operating Expenditure	$2,402,516
Net Operating Surplus/-Deficit	$183,637
Asset Acquisitions	$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	$104,766
Official Account	$34,938
Other Accounts	$2,134
Total Funds Available	$141,838

Financial Commitments	Actual
Operating Reserve	$88,013
Other Recurrent Expenditure	$17,725
Provision Accounts	$4,300
Funds Received in Advance	$10,604
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$53,141
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$173,783

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
    - 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) factors:
    - 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 *SIMILAR SCHOOL COMPARISON* REFER TO?

The Similar 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 '*NP*' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').