Maldon Primary School
School Number: 1254

Name of School Principal: JODIE MENGLER

Name of School Council President: FREYA CLIFFORD

Date of Endorsement: 13th May, 2015

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.
School Context

Maldon Primary School (Maldon PS) is located in the Central Victorian Goldfields tourist precinct within the Mount Alexander Shire. The school opened in 1873 and is of historical and architectural importance to the State of Victoria. The school and the township of Maldon are notable for its 19th century appearance, maintained since the gold rush days.

The school’s Student Family Occupation (SFO) Index of 0.4273 in 2014 reflects an overall mid-high socio-economic profile. The current student enrolment is 103 (2014), a steady increase from 2012 (72 students). Enrolment projections indicate that the school will increase to approximately 130 over the next three years. The school has experienced a moderate level of transience in student population. There is a very small proportion of students with English as an Additional Language (EAL) and four students funded in the Program for Students with Disabilities (PSD).

Maldon Primary School provides a safe, supportive, stimulating and inclusive environment for all students. Maldon Primary School caters to the individual needs of students and has a dedicated and committed team of staff who encourage all students to actively participate and work to their full potential.

Through our school values, students develop positive attitudes and develop skills for the future. In 2014, with an enrolment of 103 students, the school had 9.5 equivalent full time staff, reflecting a strong balance of gender and experience: 1.0 Principal Class, 6.1 teachers and 2.4 education support staff. Our school provides art, music and LOTE specialist programs, via a flexible plan so that these students can access these every week. Library sessions are conducted by an Education Support Officer, with the class teacher actively involved. Our classroom teachers are also supported by a Teaching and Learning Coach 2 days per week. Our classrooms are well resourced to provide an engaging environment where all students can learn.

The school’s physical environment includes spacious grounds with students having access to a basketball court, games court, adventure playground, exercise stations large grassed areas and passive areas. The school community has developed an outside classroom area that includes a pizza oven and barbeques for community use. The interior of the school building has been refurbished to incorporate flexible open spaces with technology including Interactive Whiteboards (IWBs) and hovercams in each area. All students have ready access to netbooks, and, on occasion, iPads. The school buildings consist of the administration area, four open learning spaces with one of these spaces used for art, music and school assemblies. The library is currently housed in a portable classroom. Other areas are used for withdrawal and the Languages program (Indonesian).

Students actively participate not only in their learning, but in decision making. Students are encouraged to have a voice and all our grade 5/6 students take part in a leadership program that builds and develops a range of skills to prepare and empower them to be involved in society.

Our vision involves having a supportive and involved community and building self-reliant learners in an innovative and vibrant school environment. There are high expectations for student achievement and our school strives to provide an atmosphere that encourages children to be optimistic and to develop responsible and caring attitudes to themselves and others.

The school encourages parents to actively participate in school programs as well as Parent’s Club and School Council. Our School Council uses an approach based on mutual respect, consultation and teamwork. Teachers welcome parents as partners in the learning process. Parents are invited to assist with many activities within the school curriculum including reading, excursions, special events and camps. A hallmark of our work at Maldon Primary School is the manner in which our staff works in cooperative partnerships with each other, the children and their parents. We all take very seriously our role in all being responsible for the education of all our students in this rural context. We engage with the local and wider community to build partnerships and develop positive social skills and connections.

Achievement

The manner in which we nurture our children and their educational growth is a tremendous source of pride for our staff and the community. The children first learn that our school is a place where we can all feel safe, take appropriate chances and learn how to succeed through correct participation. We develop a learning environment that values educational growth, celebrates success and fosters care and empathy in its relationships.

Our school offers a comprehensive integrated curriculum covering the Australian Curriculum and the Victorian Essential Learning Standards. The Australian Curriculum describes what young Australians should learn as they progress through their years at school. It provides the foundation for their future learning, growth and successful participation in our community. We meet the learning needs of our children by constantly evaluating our progress and fostering an environment where well-constructed pedagogical and curriculum growth results in improved outcomes for students and staff.

Our teaching and learning programs build on students’ interests, strengths, goals and learning needs, and address the cognitive,
The school has developed a range of programs to support the engagement of students. This includes a camping and excursion program that is presented at our whole school assemblies each week for the class with the best attendance. Parents are very proud of our children and are rewarded by their achievements. Our staff strives to engage our learners in programs and activities that add value to the education process and its outcomes. We are focused on providing assistance to the children at their point of need, therefore differentiation and personalization of the curriculum are important to our pedagogy. We help students learn by adopting a team approach involving the student, classroom teachers and support staff.

Teaching and learning has grown in areas such as oral language development, the teaching of comprehension strategies and the use of CAFÉ Reading, and Writer’s Notebooks.

A great deal has been achieved with respect to the design and development of curriculum and the implementation of classroom programs as evident in the student outcome results.

In year 3 and 5 reading and year 5 numeracy our results were higher when compared to like school and similar in year 3 numeracy. The learning growth data shows a high percentage (greater than 50%) of student achieving high learning gains from year 3 to 5 in numeracy, reading, grammar and punctuation. And 30% of our students making high learning gain from year 3 to 5 in writing and spelling.

The percentage of students achieving high relative growth in each Domain exceeded the State’s relative growth of 25%.

**Engagement**

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program, the COIL program (leadership for year 5 and 6 students), the buddy program, instrumental music and a wide range of special events. This is reflected in the Students Attitude to School Survey results which is similar when compared to like school and confirms the connectedness our students have to school.

Our school community is very proud of our school, its students and its achievements. As we work towards consolidating our whole-school culture, pedagogy and curriculum, we are confident our students will achieve higher standards in all areas.

**Wellbeing**

We strongly recognise and promote the notion that student engagement and school connectedness underpin effective learning. The wellbeing of our students is central to our role as a school, and is reflected in our whole school philosophy. We value and encourage student individuality and diversity.

Our student Attitudes to School results show that students feel connected to school and that we are similar when compared to like schools.

Maldon Primary School has a strong wellbeing focus and has established wellbeing programs including a buddy program, values program, social skills program, leadership program and peer mediation program. Kids Matter is viewed by the school as a conceptual framework for these wellbeing programs. In 2014, we started work on the Achievement Program, focusing first on Healthy Eating. The school has developed and implemented processes for student behaviour. Behaviour management strategies are clearly documented in the school engagement guidelines and school policy.

Part of the school having a strong focus on student wellbeing is the embracing of school and community values. In 2014, through the National Schools’ Chaplaincy and Student Welfare Program, a school welfare officer was continued to be employed for one day a week to support students and families. The school fosters a range of leadership skills through the training of Years 5 and 6 students in the Challenging Opportunities Inclusive Leadership (COIL) program. The school has a strong buddy program with all students matched up with a buddy and a peer mediation program that uses Year 5 and 6 students as peer mediators.

The regular and systematic recognition of positive behaviour encourages a school-wide positive tone. This encourages children to believe that they can make a positive contribution to all aspects of life, both now and into the future. Positive and responsible student behaviour is a constant focus for our school. We aim to achieve an effective, supportive and cooperative learning environment.

We strive to have staff, students and parents treat each other with respect, and enjoy an environment where bullying (including cyber bullying), harassment, violence, discrimination or intimidation is not tolerated.

We want to provide an educational environment that recognises values and builds student wellbeing, to develop students who are physically and emotionally healthy.

**Productivity**

Maldon Primary school commenced its 2014 journey to improving student outcomes, with funds being effectively allocated to ensure the alignment of resources with school priorities and needs.

We engaged the services of an educational consultant, the appointment of a Literacy Coach, the allocation of time for weekly Professional Learning (PL) meetings and the allocation of curriculum days, to ensure that our focus on improved pedagogy and the development of a whole school predictable, contemporary curriculum will be consistently implemented.

Our professional learning program focusses on contemporary pedagogy that supports and is compliant with the Australian Curriculum, and Lyn worked with individuals, small groups and the whole staff in order to provide the correct mix of instruction and practice coupled with assessment and moderation.

Our staffing decisions are linked to the needs of our children and community. Pupil Free Days are targeted at introducing and consolidating work that follows on from the ongoing professional learning program that occurs during regular meeting times.

Allocation of funds to purchase books and reference material and resources ensured the changes we were implementing met the needs of our students.

The positive impact on teachers in developing and using contemporary teaching and learning strategies is reflected in the results of the School Staff Survey (SS Survey) for 2014. Professional Learning - Renewal of knowledge and skills which is in the 67th percentile block when compared to like schools.

The school is resourced with Information and Communication Technology (ICT) including netbooks, IWBs and some iPads.

With a $510,000 grant for Capital Works Projects recently awarded to our school (2014), plans are already afoot for the creation of
Maldon Primary School

a new contemporary learning space.

For more detailed information regarding our school please visit our website at
http://www.maldonps.vic.edu.au
Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

<table>
<thead>
<tr>
<th>Key</th>
<th>Range of results for the middle 60% of Victorian government schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result for this school:</td>
<td>Median of all Victorian government schools:</td>
</tr>
</tbody>
</table>

School Profile

School Enrolments

A total of 103 students were enrolled at this school in 2014, 40 female and 63 male.

Overall socio-economic profile

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

Proportion of students with English as a second language.

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

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students in Years Prep to 6 with a grade of C or above in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- English</td>
<td>Results: English</td>
<td>Similar</td>
</tr>
<tr>
<td>- Mathematics</td>
<td>Results: Mathematics</td>
<td>Similar</td>
</tr>
<tr>
<td>The grades are the same as those used in your child's end of year report.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 'C' rating means that a student is at the standard expected at the time of reporting.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

### NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.
### Performance Summary

#### Achievement

NAPLAN Learning Gain

Year 3 - Year 5

Learning gain of students from Year 3 to Year 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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

#### Student Outcomes

<table>
<thead>
<tr>
<th>Domain</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>17%</td>
<td>33%</td>
<td>50%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>17%</td>
<td>17%</td>
<td>57%</td>
</tr>
<tr>
<td>Writing</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Spelling</td>
<td>17%</td>
<td>60%</td>
<td>33%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>33%</td>
<td>17%</td>
<td>50%</td>
</tr>
</tbody>
</table>

#### School Comparison

NAPLAN Learning Gain does not require a School Comparison.
## Engagement

### Student Attendance

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2014 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr1</td>
<td>94 %</td>
</tr>
<tr>
<td>Yr2</td>
<td>95 %</td>
</tr>
<tr>
<td>Yr3</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr4</td>
<td>95 %</td>
</tr>
<tr>
<td>Yr5</td>
<td>97 %</td>
</tr>
<tr>
<td>Yr6</td>
<td>92 %</td>
</tr>
</tbody>
</table>
## Students Attitudes to School

Measures the Connectedness to School factor derived from the *Attitudes to School* 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.

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results: 2014</strong></td>
<td></td>
<td>![Similar]</td>
</tr>
<tr>
<td>Results: 2011 - 2014 (4-year average)</td>
<td></td>
<td>![Similar]</td>
</tr>
</tbody>
</table>
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’.

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 Indigenous 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.


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, 2014

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$819,306</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$117,125</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$7,492</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$3,242</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$88,622</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$1,035,786</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$780,981</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$2,457</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$2,840</td>
</tr>
<tr>
<td>Consumables</td>
<td>$31,064</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$54,179</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$6,629</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$52,553</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$60,774</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$20,341</td>
</tr>
<tr>
<td>Utilities</td>
<td>$12,783</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$1,024,601</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit        | **$11,186** |
| Asset Acquisitions                    | $0         |

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.

Financial performance and position commentary

Maldon Primary school designs and manages a detailed budget which aims to maintain a cash reserve. The purpose of this reserve is to allow for fluctuations in enrolment and variations in salary levels so that current programs can be maintained even if staffing costs increase or student numbers decline. The budget is carefully managed by the Principal and Business Manager in consultation with the Finance sub-committee and School Council.

In 2014 Maldon Primary school engaged an external consultant to improve the literacy and numeracy outcomes of the school resulting in higher than usual expenditure on Professional Development and Casual Relief Teachers to cover staff Professional Development absences.

Parent Club and School Council held three very successful fundraisers in 2014 which raised in excess of $11,000. These funds are to be spent on new netbooks in 2015.

In addition to the SRP and fundraising Maldon Primary school received two small grants, one for participating in the Collection of Disability Data program and one for reporting to enable the school to independently source a reporting package for 2015 and beyond.