

2017 Annual Report to the School Community



School Name: Maldon Primary School (1254)

School Number: 1254



A handwritten signature in black ink, appearing to read 'A. Bunde', is centered below the logo box.

Principal

President





2017 Annual Report to the School Community



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School Number: 1254







About Our School

School Context

Maldon Primary School 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.

Maldon Primary School had an enrolment of 96 students and the school's Student Family Occupation and Education (SFOE) Index of 0.3513 in 2017 reflecting a high socio-economic profile. There were minimal students with English as an Additional Language (EAL), no indigenous students and some students funded under 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 of excellence, integrity, resilience and respect, students develop positive attitudes and develop skills for the future.

The school had 9.1 equivalent full time staff, reflecting a strong balance of gender and experience: 1.0 Principal Class, 5.9 teachers and 2.2 education support staff. Our school provides Art, Music/Performing Arts and LOTE specialist programs. 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 3 days per fortnight. Our classrooms are well resourced to provide an engaging environment where all students can learn. We also appointed a social worker one day per week to provide support to students, parents and staff.

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.

Maldon Primary strongly encourages all students to attend school on a regular basis and the importance on 'every day counts'. Support is provided to families and students if required to ensure that their child attends school.

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. 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. Our School Council uses an approach based on mutual respect, consultation and teamwork. 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 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

Framework for Improving Student Outcomes (FISO)

After reviewing our school's data (Attitudes to School Survey, NAPLAN, Attendance, Parent Opinion) we identified a need to focus on student engagement and in particular school connectedness. Both the Parent Opinion and Student Attitudes survey data showed questions relating to school connectedness and engagement to be below state levels.

Our school is part of the Building Resilience in Schools Project and the survey data showed that in regards to 'school and community belonging' our students in grade 3-6 showed low levels of connectedness.

Our students need to be enabled to have a voice and to be more involved in making decisions for their learning. They also need to work collaboratively with the school community to develop a shared approach to the health, wellbeing and engagement of all students.



In line with our School Strategic Plan, our goals are to ensure that all members of the school community feel that they are in a safe, positive and supportive learning environment and to develop students who are resilient, active learners who are well connected to self, peers, school and wider community.

Our focus was on:

POSITIVE CLIMATE FOR LEARNING

- Setting expectations and promoting inclusion
- Empowering students and building school pride

EXCELLENCE IN TEACHING AND LEARNING

- Building practice excellence

Achievement

Maldon Primary school continued the work from educational consultant, Lyn Watts, consolidating the teaching practices introduced over the last 3 years. Consistent education programs were delivered across the school including CAFÉ reading, spelling and a topic based approach to teaching mathematics.

As our NAPLAN student outcomes and comparisons show we are continuing to show growth and when compared to like schools we are similar in both grade 3 and 5.

Our NAPLAN learning gain from grade 3-5 will continue to be an area of a focus moving into 2018 as it highlights the need to decrease the percentage of students making low growth in most areas and increase the percentage of students making high learning growth across all areas of learning. Differentiation in teaching will be evident in planning and professional development in 2018 to support and challenge all students.

We have a documented curriculum across the school that utilizes a range of developmental scope and sequence documents for a range of learning areas. We continue to use the Victorian Curriculum in all areas of learning. A schedule of professional learning was developed to continue to support staff to build on capacity and to ensure that they have the skills, knowledge and expertise to deliver contemporary education programs across the school. Spelling will continue to be a focus across the school with the Jolly Phonics program for grades prep-2 and a developmental spelling program across the school.

A teaching and learning coach was employed three days per fortnight to support the implementation of programs across the school, through staff induction, modelling and coaching classroom teachers and leading planning sessions to improve student outcomes. Our literacy program shows consistency across the school with individual assessment conferences being held each fortnight for every student in reading and staff implementing a medal and mission approach to set goals with students.

All classrooms teachers outline learning intentions and success criteria for each lesson to ensure that students are aware of what they are learning and how they will know if they have achieved it.

We implemented a whole school assessment schedule that includes three levels of assessment for every level of learning. Pre and post testing was used in mathematics to test where students were at, what they needed to learn next and the progress that they had made. This data is used for both teaching and reporting purposes.

Our teacher judgements have shown to be lower than like schools, which could be due to new staff members joining our team. Moderation will become part of the assessment process in 2018 to ensure all teachers are consistent with their judgements.



Engagement

Maldon Primary School Attendance data shows that our attendance rate is lower than other like schools in 2017, with an 87% or above attendance rate across all grades. Our average attendance results over the last 4 years (2014-2017) show that we are similar to like schools.

Student attendance was also acknowledged at reporting time where students were given a certificate that highlighted the number of absence of days and those with attendance above 95% received a gold star.

At Maldon Primary School we aim to create a stimulating and engaging environment for students to learn.

Every classroom has an interactive whiteboard that is utilised by teachers and students to engage and stimulate curiosity.

All students in grade 4-6 leased a netbook from the school. The one-to-one program allows opportunities for our students to enhance and increase their technological skills as well as accessing a range of programs for learning both at school and home.

Students in our grade Prep-2 classrooms also have access to netbooks computers that are used for learning. Our school also has several iPads that are predominantly used in the early years to develop a range of skills and provide a range of learning opportunities.

In 2017, our grade 5 and 6 students continued to participate in the philanthropic program 'Kids as Catalysts' which saw them develop a range of skills and engage with our local and wider community. Our students engaged in projects with the Maldon Neighbourhood Centre, Maldon Hospital, Castlemaine RSPCA, Cactus Warriors, Maldon Football Netball Club, Mt Alexander Shire Council, Windarring, Bushtech Ecological Land Management and Castlemaine Housing Organisation. We developed strong links with the community throughout this program.

Students are encouraged to have a voice and the leadership program helped to develop a range of skills to prepare and empower them to be involved in the community. We need to continue to work on the leadership program, ensuring that all students are represented as leaders within the classroom and the school settings.

We also work very closely with the Maldon R.S.L each year who sponsor a writing competition for our older students with the winner reading their piece at the Remembrance Day Ceremony. The older students value the connection with the R.S.L and this resulted in some very powerful pieces of writing being produced.

Students are given many extracurricular opportunities, including excursions and our comprehensive camps programs ranged from overnight stays at school to 3 day camps for the older students. All students in grade prep-6 take part in our camps program in some capacity. Our camps program is well received and a highlight of the students' year. Our sport program also gives our students many opportunities. We held a swimming and athletics carnival and students participated in interschool sports and then have opportunities to take their skills and talents further if they qualify at a division and regional level.

Our visual arts and performing arts programs are run by specialist teachers and their learning was showcased at a school concert and the Maldon Show. This year we employed a teacher to teach Japanese to the students from prep-grade 6. This initiative assists students when our buddies visit us from Japan each year.

Wellbeing

As outlined above, our student Attitude to School data highlights the area of school connectedness as an area for us to focus on, with our overall average being similar to that of like schools. Our overall parent satisfaction with the school is similar when compared to other Victorian schools and our staff satisfaction is also similar to the average result of Victorian schools.

In 2017 we continued to implement our school values of EXCELLENCE, INTEGRITY, RESILIENCE, and RESPECT across the school. Clear classroom rules and behaviour expectations were developed across the school and we will continue to build on this in 2018 with the School Wide Positive Behaviour Support Program. All staff at Maldon Primary school have a good rapport with students and take time to get to know each and every one of the students not only in their class, but across the school. Staff also communicate formally and informally with parents/caregivers. We really value the partnership between home and school.



In 2017 we continued to employ a school welfare officer 1 day per week who worked extensively with students and families. She was also able to support staff with a range of strategies for individual students and for use within the classroom. Our welfare officer constantly communicated with classroom teachers about possible strategies and ideas to assist certain students as well as the class as a whole. The CASEA (CAMHS and Schools Early Action) program was also implemented in 2017. This involved a whole staff professional development day, an 8 week program for grade prep and one students, weekly teacher consultations, as well as a parent program. Unfortunately the parent program showed low interest from our school community, so individual parent consultations occurred instead. School Support Staff were also utilised. Staff and students had access to a speech pathologist once per fortnight and a psychologist was available if needed for staff, students and parents.

Our Buddies program was utilised for transition purposes with grade 6 and grade prep students only. This program will be broadened to include all students in 2018.

For more detailed information regarding our school please visit our website at www.maldonps.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:

School Profile	
<p>Enrolment Profile</p> <p>A total of 96 students were enrolled at this school in 2017, 35 female and 61 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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

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> Lower</p> <p> Lower</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"> <caption>NAPLAN Learning Gain Percentages</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>50%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>38%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>46%</td> <td>46%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>38%</td> <td>46%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>31%</td> <td>38%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	50%	25%	Numeracy	38%	38%	23%	Writing	46%	46%	8%	Spelling	15%	38%	46%	Grammar and Punctuation	31%	31%	38%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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:

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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 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>90 %</td> <td>87 %</td> <td>93 %</td> <td>88 %</td> <td>88 %</td> <td>92 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	87 %	93 %	88 %	88 %	92 %	89 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	87 %	93 %	88 %	88 %	92 %	89 %										



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: 2017</p>	Similar
<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: 2017</p>	Similar

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)

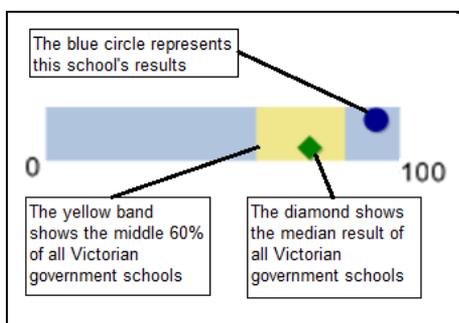
Engagement

- 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).

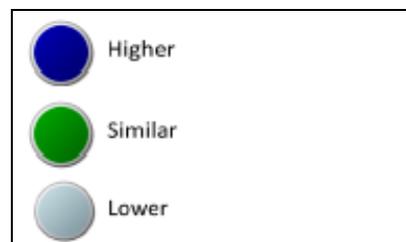


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

Maldon Primary school designs and manages a detailed budget which aims to achieve a neutral operating position each year, allowing us to retain our existing 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 2017 our end of year position was a surplus of \$18,000 partly due to the fact that our one day per week Welfare Officer was only in the position for 9 months but mainly due to the fact that we deliberately kept maintenance money aside for window painting which will take place in 2018. School Council held several successful fundraisers in 2017 which raised in excess of \$14,000. These funds are to be spent on netbooks in 2018 with some money also being put aside for a future grounds project. In addition to the SRP and fundraising the school received the Sporting Schools Grant for all four terms, enabling students to experience a variety of sporting activities, a Victorian Curriculum CRT grant, a data cabling grant and a Principal forum grant.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$808,088	High Yield Investment Account	\$71,383
Government Provided DET Grants	\$111,847	Official Account	\$2,786
Government Grants Commonwealth	\$11,338	Other Accounts	\$32,455
Government Grants State	\$293	Total Funds Available	\$106,624
Revenue Other	\$3,299		
Locally Raised Funds	\$96,864		
Total Operating Revenue	\$1,031,729		
Equity¹			
Equity (Social Disadvantage)	\$10,166		
Equity Total	\$10,166		
Expenditure		Financial Commitments	
Student Resource Package ²	\$804,452	Operating Reserve	\$10,595
Books & Publications	\$794	Asset/Equipment Replacement < 12 months	\$16,100
Communication Costs	\$5,904	Maintenance - Buildings/Grounds incl SMS<12 months	\$16,626
Consumables	\$22,520	Revenue Receipted in Advance	\$4,807
Miscellaneous Expense ³	\$41,806	School Based Programs	\$6,650
Professional Development	\$1,926	Other recurrent expenditure	\$1,331
Property and Equipment Services	\$67,832	Asset/Equipment Replacement > 12 months	\$12,000
Salaries & Allowances ⁴	\$34,803	Maintenance -Buildings/Grounds incl SMS>12 months	\$38,514
Trading & Fundraising	\$19,486	Total Financial Commitments	\$106,624
Travel & Subsistence	\$352		
Utilities	\$13,652		
Total Operating Expenditure	\$1,013,529		
Net Operating Surplus/-Deficit	\$18,201		
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 05 March 2018 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.