

2017 Annual Report to the School Community



School Name: Mount Martha Primary School

School Number: 5171



- 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 Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 20 March 2018 at 04:13 PM by Martin Page (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 Regulation 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 2017 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 16 May 2018 at 09:33 AM by Trudy Mason (School Council President)



About Our School

School Context

Mount Martha Primary School has serviced the Mount Martha community since opening in 1982. The school strives to empower students to be active learners who make a positive impact in a changing world. The school's values of Knowledge, Respect, Integrity and Collaboration are implemented daily to provide an excellent, high quality learning environment.

In 2017 the total enrolment was 765 students organized into 33 classes from Prep to Year 6. The school's Student Family Occupation Index of 0.2238 in 2017 indicated an overall high Socio-Economic profile. A small percentage of students came from a background where English is not the main language spoken at home. There were also a small number of Koori and Torres Strait Islander students at the school. The school operated an Out of School Hours Care Program (OSHCP). In 2017 Mount Martha Primary School had 62 staff- 3 Principal Class, 46 teaching and 13 Education Support staff. The staff profile is weighted toward the experienced range across both Teaching and Educational Support personnel.

The school enjoys excellent relationships with its own and the broader community. Mount Martha's strong reputation in the community continues to be built on the success of its students in the academic, sporting and performing arts areas and co curricula program. The overall parent satisfaction score fell within the middle 60% of all Victorian schools. The destination schools for exiting Year 6 students were Dromana and Mornington Secondary Colleges and a number of local non-government schools.

Over recent years the school has completed significant grounds and building improvements. A focus for local community fundraising has been to continuously improve areas for the students. The school valued the support from parents and the wider community. Significant building works in 2017 included a new challenge based playground and a bike shed.

Mount Martha Primary School developed its 2016-2019 Strategic Plan in early 2016. The Strategic Plan established our goals for improvement and strategies and targets. In English we continued a focus on the VCOP/Big Write and CAFÉ Reading programs and implemented a Word Study program. In Mathematics we continued the Nadia Walker approach to lesson preparation and delivery. The Primary Connections Science program was consolidated across the school with further units to enhance our students' learning in Science. Accurate assessment and the use of individual and cohort data together with clearly stated and understood learning intentions and goals and is used to record achievement and plan the next steps for learning. Student wellbeing and engagement are enhanced by strategies including the further implementation of the Kids Matter program and the You Can Do It programs and application of digital technologies. We have maintained a focus on consistency of teaching practice and curriculum as a key approach to meet individual student needs and improve learning.

Framework for Improving Student Outcomes (FISO)

In 2017 Mount Martha Primary School focused on two of the FISO Improvement Priorities. Work in the "Excellence in Teaching and Learning" priority was centred on the "Building Practice Excellence" and "Curriculum Planning and Assessment" initiatives. Professional learning was undertaken and translated to improved pedagogy and programs in English, Mathematics and use of assessment data to track student progress and build "student voice" in goal setting and personalization of learning.

Work in our second FISO Improvement Priority, "Excellence in Teaching and Learning" – "Building Practice Excellence" revolved around building staff knowledge and improving programs to implement a Koorie Education Policy in line with the Marrung Plan.



Achievement

Mount Martha Primary School provides an inclusive, supportive learning environment that challenges and engages students to grow as passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. Teachers planned and worked collaboratively to develop teaching and learning programs that facilitated the continued improvement of student learning outcomes, implementing programs that personalised learning and set individual goals for students.

Teacher judgments of student performance based on Victorian Curriculum standards in English and Mathematics at all year levels places our students' achievements above the state-wide median. We performed at a similar level to comparative schools in student achievement data

In 2017 NAPLAN test results in Reading and Numeracy for Year 3 and Year 5 students placed them above the state median and similar to comparative schools. Our results over 4 years have consistently been above the state median. We had performed at a similar level over the 4 year period to comparative schools in numeracy Years 3 and 5 and reading Year 5. Our performance was lower than comparative schools in reading at Year 3 over a 4 year average. Our NAPLAN learning gains from Year 3-5 indicate a continued need to focus on moving students from making low and medium growth to high growth.

Our school has a comprehensive curriculum with a strong focus on literacy and numeracy. Professional development was provided in the 'Big Write' Program which encompasses genres, grammar and punctuation; this continued to be embedded across the all levels. In 2017 all staff continued professional development in this program and completed day two training. After teachers being involved in an action research project in spelling, we developed a school word study program that was implemented across the school in 2017. Staff were also involved in professional development in Mathematics spending a student free day with Mathematics Consultant Michael Ymer focussed on opened mathematical tasks, teacher knowledge and assessment. A group of teachers across the school completed a Harvard University Course in teaching visible thinking to students that will be integrated across the curriculum in 2018. We also had staff complete Bastow Literacy Leaders which assisted with the planning of professional development in teaching reading and the establishment of a Reading Action Research Group.

Engagement

Mount Martha Primary School works to ensure students' engagement in their learning and in our school community. Our school's Student Engagement Policy continued to be the key document ensuring the consistent implementation of our whole school positive behaviour management plan. The school continues to focus on a curricula and co-curricular approach to student engagement. We strive to provide a rigorous and guaranteed teaching and learning program whilst providing an extensive range of other learning experiences such as access to quality IT curriculum and resources, camps, Beach safety programs, choirs, Bike Education etc to increase engagement levels across all Year levels. Staff have continued to incorporate mindfulness and co-operative learning strategies and activities into their learning program

Student voice in learning has been enhanced through the greater personalization of learning, an active SRC that shares ideas about school improvement, Year 6 leadership roles and buddy/mentoring programs between staff/students and students/students.

In 2017 student attendance across the school was higher than the state median at all year levels. The school continued to highlight the importance of regular attendance.

We continued to build partnerships between home and school with opportunities provided for students' families and local community members to actively engage with students in a range of meaningful learning experiences. Student led conferences again were an important and successful opportunity for students to articulate their learning and future goals with their parents and/or carers. Individual class blogs, weekly



newsletter, noticeboards, classroom, corridor and window displays and the TV screen in the school's entry foyer are used to highlight events, student achievement and invite feedback and comment. In 2017 we commenced using the Compass management software that we believe will enhance the ability of our parents to engage in their child's learning.

Wellbeing

In 2013 the Kids Matter Framework was introduced and it has been pleasing to see the manner in which our school community embraced the program. Our whole staff continue to demonstrate their commitment to this initiative by completing formal training in Components 1, 2, 3 and 4 of the Framework. Component 4 training – Helping children with mental health difficulties – was completed at the end of 2017. Following a review of our school's achievements under the KidsMatter Framework, Mt Martha Primary School was awarded national accreditation and recognition as a KidsMatter School in December 2017. Kids Matter continues to provide an important framework to build and improve our existing practices, addressing the mental health and wellbeing needs of our students. The KidsMatter Action Team consists of teachers representing most year levels, the Principals and a Leading Teacher for KidsMatter. The school also has a Year 6 KidsMatter Leadership team.

A key component of our approach to student wellbeing continues to be the specific teaching of Social and Emotional Skills based on the You Can Do It (YCDI) program. All Year levels, utilising YCDI curriculum resources, plan for weekly lessons in the key elements of the program. Those 5 key Foundations - Organisation, Getting Along, Persistence, Confidence and Resilience - are now displayed prominently at the front of the school to remind our school community of the importance of the YCDI program in our curriculum. The purchase of additional teaching resources, library resources, books, games, feelings cards and strengths cards have also supported teachers in the explicit teaching of social and emotional skills.

In Term 4 of 2017, Mount Martha Primary School introduced the Primary Protective Behaviours Program school-wide. The program selected by our school is one of the most frequently used nationwide, as reported by The National Safe Schools Framework. The Protective Behaviours Program will continue to be implemented annually in Term 3, in conjunction with the YCDI Foundation of Resilience.

A large number of specific programs and activities continued to be implemented to support the school's student-centred approach to wellbeing. Students were encouraged to participate in a range of curricular and extra-curricular activities that develop personal and interpersonal skills, attitudes and behaviours. A Student Representative Council (SRC) with representatives from all Year levels met regularly to discuss and decide on initiatives/ideas that had been suggested by students. The Year 6 KidsMatter Leadership Team worked to promote our school values and You Can Do It foundations by assisting students with social interactions in the playground, recognising positive behaviour with award slips and assisting at school community events.

The MMPS Wellbeing team made up of the Principal, Assistant Principals and Student Support Services Officers (SSSO) meets fortnightly to discuss strategies to strengthen and provide high level support to students, their families and teachers. The team provides direct assistance where possible to families and students but has also created strong links with external agencies and is able to make accurate and prompt referrals when required.

For more detailed information regarding our school please visit our website at
<http://mtmarthaps.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 765 students were enrolled at this school in 2017, 368 female and 397 male.</p> <p>1 percent were EAL (English as an Additional Language) students and < 10 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> 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> Lower</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>28%</td> <td>42%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>53%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>60%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>46%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>50%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	42%	30%	Numeracy	25%	53%	22%	Writing	28%	60%	12%	Spelling	32%	46%	21%	Grammar and Punctuation	27%	50%	23%	<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 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>94 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	95 %	93 %	94 %	93 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	95 %	93 %	94 %	93 %										



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)

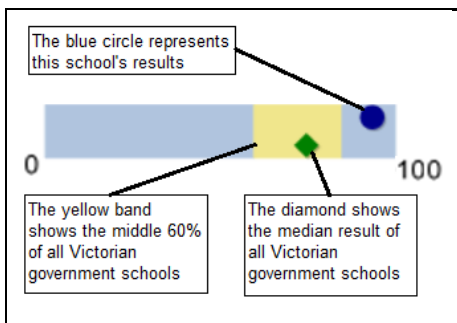
Engagement

- 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).

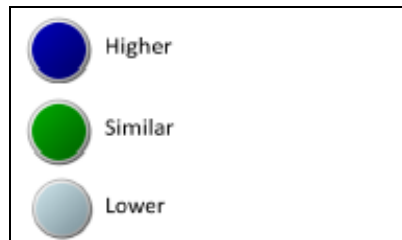


What does *School Comparison* refer to?

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



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	\$4,938,333	High Yield Investment Account	\$193,091
Government Provided DET Grants	\$514,073	Official Account	\$29,988
Government Grants Commonwealth	\$96,286	Other Accounts	\$190,736
Government Grants State	\$150	Total Funds Available	\$413,814
Revenue Other	\$40,251		
Locally Raised Funds	\$744,186		
Total Operating Revenue	\$6,333,279		
Equity¹			
Equity (Social Disadvantage)	\$11,661		
Equity Total	\$11,661		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,836,766	Operating Reserve	\$215,000
Books & Publications	\$7,553	Asset/Equipment Replacement < 12 months	\$5,000
Communication Costs	\$12,443	Cooperative Bank Account	\$27,777
Consumables	\$173,157	Revenue Receipted in Advance	\$117,953
Miscellaneous Expense ³	\$433,773	School Based Programs	\$13,000
Professional Development	\$26,888	School/Network/Cluster Coordination	\$2,205
Property and Equipment Services	\$397,964	Provision Accounts	\$10,000
Salaries & Allowances ⁴	\$380,759	Other recurrent expenditure	\$2,879
Trading & Fundraising	\$88,851	Capital - Buildings/Grounds incl SMS>12 months	\$20,000
Utilities	\$32,001	Total Financial Commitments	\$413,814
Total Operating Expenditure	\$6,390,157		
Net Operating Surplus/-Deficit	(\$56,877)		
Asset Acquisitions	\$90,126		

(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.



Overall, the School remains in a sound financial position. The 2017 Budget was supplemented by funds carried forward from 2016. A well planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. Interest earning opportunities were maximised through efficient utilisation of the High Yield Investment account. The Finance Committee and School Council were well informed of the school's financial position by the regular provision of copies of the Operating Statement and Balance Sheet to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2017 was compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2017 year. A formal Investment Policy for the term deposit was ratified by Council. The Mornington Peninsula District Sports budgets were administered by the school in 2017. The school operated Out of Hours School Care Program formed a significant part of the schools' local trading revenue and expenditure. Local fundraising by the very active SEC allowed for construction of a bike shed and new whole school playground completed in 2017. The Cooperative Account with Treasury Corporation of Victoria supports the funding of the Oval Project. In line with DET guidelines, the school audit will be conducted within four years.