

2018 Annual Report to The School Community



School Name: Mahogany Rise Primary School (4939)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 22 March 2019 at 09:40 AM by John Culley
(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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2019 at 08:52 AM by Danica Wolfcamp
(School Council President)

About Our School

School context

Mahogany Rise Primary School is located in the Melbourne southern suburb of Frankston North and in 2018 was home to 145 students organized into composite grades across Prep to Year 6. In 2018 the school continued its strong emphasis on improved student learning outcomes for literacy and numeracy. We continued to use our innovative whole-school approach to oral language which has now garnered interest Australia wide.

The school maintained its highly developed, multidisciplinary student wellbeing team. The complex nature of the wellbeing needs of the students within Mahogany Rise Primary School means that the school has engaged the support and expertise of many agencies and stakeholders. In 2018 the school was home to a full-time student wellbeing coordinator, a school chaplain, a psychologist for two days per week, and a handful of highly dedicated volunteers. A partnership with the Menzies foundation has allowed us to have the services of a Pediatrician, Pediatric Fellow and an Occupational Therapist one day per week. We have developed our own approach to student mental health called HADIL(Holistic approach to developing independent learners).

The initiative in 2017 to have a new kitchen facility built so that we could feed every student every day with a hot and nutritious lunch and snack has continued in 2018. This has been hugely successful and we have developed further our kitchen garden area to grow as much produce as we can. Our overseas learning experiences continued in 2018 with a visit of students and staff from the Adhyapana School in Madurai, Indi and we reciprocated the visit in August. We had a group of 11 students visit London and Paris in November and we were privileged to be a part of the 100th year commemorative celebrations in France for the end of WW1.

Framework for Improving Student Outcomes (FISO)

Our major FISO initiatives for 2018 were:

1. Literacy and Numeracy

We were able to develop instructional models in both areas of the curriculum and our focus was on teaching at the point of need for each student. This allowed staff to focus on what needed to be taught according to the individual learning needs of each student.

Our planning process was streamlined and staff were able to incorporate the new approach into their teaching and learning programs with great success.

2. Building Leadership Capacity

The school underwent a major change structurally in 2018. The school was divided into PLT's and leaders were appointed for each area. This allowed for the development of more middle leaders in the school who in turn are developing the skills and attributes for ongoing leadership. This major development in 2018 has set the school on a pathway for future success.

Achievement

Results in student achievement for the 2017 school year were overall positive. Our teacher judgements and NAPLAN results across most curriculum areas reflected the school's improvement trend for student learning outcomes. We achieved higher or similar for comparative schools in Year 5 Reading and Numeracy. In year 3 our Reading and Numeracy results were similar to comparative schools.

We are consistently proud of the work our students do to achieve these results and we continually work to give students positive, constructive and targeted learning opportunities to maximise the learning achievements for each individual student. This is a continued mantra for all those who work at Mahogany Rise.

Engagement

Mahogany Rise provides an engaging and targeted curriculum for all students. We have maintained throughout 2018 a clear focus on ensuring that all students are achieving to their maximum. Students are becoming more engaged with their own learning and learning to become equal partners in the learning process. The Students Attitudes to School survey results are showing that we are on par with similar schools and that from our own MDI data we are making good connections with the students in the school.

We had a continued focus on our whole school approach to mindfulness and wellbeing across the school. Our weekly HADIL program has allowed students to connect with themselves and their learning in a positive and constructive way. It has provided a consistent whole school approach, which is rewarding for all students.

In 2018, the school continued to utilize the services of a parent engagement worker and a family engagement worker to provide effective links with the parent and wider community. This allowed the links between home and school to be strengthened and the parent community to become more engaged with the school.

Wellbeing

The school works tenaciously to continue to improve student wellbeing outcomes. This comprehensive approach is underpinned by the calm and orderly environment we have in the school. Our student well-being program is comprehensive and well-coordinated. The wellbeing committee meets on a fortnightly basis and has a case management approach to student well being. We have an extensive network of relevant organizations and individual caseworkers that we deal with on a regular basis. This will often mean there are 8 or more professionals in attendance at the wellbeing meetings.

Mahogany Rise has been able to maintain a consistent and stable Leadership team over the last 12 months whilst the Teaching and learning staff are supported by having an ES staff in every classroom. The school employs and has the services of speech pathology(2 part time)), Psychologist(4 days), School Chaplain(2 days), Student well-being coordinator, parent engagement worker, family engagement worker and youth worker. In 2018, we continued to have the services of a Pediatrician, Pediatric fellow and an Occupational Therapist one day a week. This broad based work force in the school provides effectively for the demands that are forthcoming from this school community on a daily basis.

Financial performance and position

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.




For more detailed information regarding our school please visit our website at
www.mahoganyrise.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 132 students were enrolled at this school in 2018, 66 female and 66 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 4 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>	










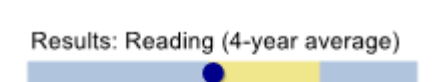






Performance Summary

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> Higher</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> Higher</p> <p> Higher</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> Higher</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>43%</td> <td>48%</td> <td>10%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>63%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>65%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>50%</td> <td>30%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>55%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	43%	48%	10%	Numeracy	21%	63%	16%	Writing	20%	65%	15%	Spelling	50%	30%	20%	Grammar and Punctuation	25%	55%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>89 %</td> <td>94 %</td> <td>90 %</td> <td>87 %</td> <td>90 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	89 %	94 %	90 %	87 %	90 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	89 %	94 %	90 %	87 %	90 %	93 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
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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>○ Lower</p> <p>○ Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>○ Lower</p> <p>● Similar</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,012,956	High Yield Investment Account	\$216,555
Government Provided DET Grants	\$264,611	Official Account	\$27,555
Government Grants State	\$4,000	Other Accounts	\$169,500
Revenue Other	\$70,123	Total Funds Available	\$413,609
Locally Raised Funds	\$113,424		
Total Operating Revenue	\$2,465,114		
Equity¹			
Equity (Social Disadvantage)	\$465,130		
Equity Total	\$465,130		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,268,685	Operating Reserve	\$89,280
Books & Publications	\$7,232	Other Recurrent Expenditure	\$1,563
Communication Costs	\$3,866	School Based Programs	\$175,000
Consumables	\$79,628	Asset/Equipment Replacement < 12 months	\$25,000
Miscellaneous Expense ³	\$206,183	Capital - Buildings/Grounds < 12 months	\$50,000
Professional Development	\$14,438	Maintenance - Buildings/Grounds < 12 months	\$7,766
Property and Equipment Services	\$109,359	Asset/Equipment Replacement > 12 months	\$65,000
Salaries & Allowances ⁴	\$46,441	Total Financial Commitments	\$413,609
Trading & Fundraising	\$3,109		
Travel & Subsistence	\$68,554		
Utilities	\$37,528		
Total Operating Expenditure	\$2,845,024		
Net Operating Surplus/-Deficit	(\$379,910)		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

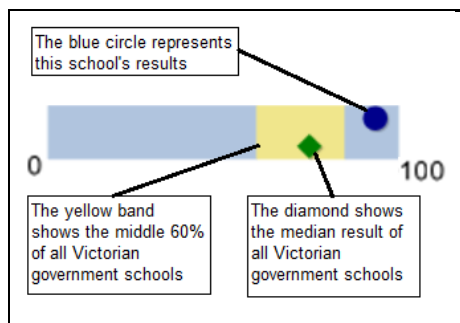
Engagement

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

Wellbeing

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

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

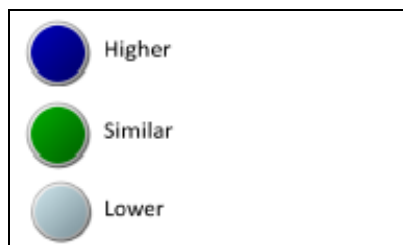


What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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