

2018 Annual Report to The School Community



School Name: **Miners Rest Primary School (1739)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 23 April 2019 at 02:22 PM by Dale Power
(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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 25 April 2019 at 08:59 AM by Ben Mihail (School
Council President)

About Our School

School context

Miners Rest Primary School (MRPS) is located 10km north-west of Ballarat. We currently have 363 students across 16 classrooms. Specialist areas include Physical Education, Music & Performing Arts, Visual Arts, Korean Languages & Food Technology. Our staff profile consists: Principal; Assistant Principal [Curriculum, Teaching & Learning Coach]; Leading Teacher; School Improvement Coordinator; Well-being & Operations and 21 Teaching Staff; EFT equivalent 3.2 Teacher Aides; EFT equivalent 1.2 Administration Staff & Business Manager; EFT equivalent 0.4 School Technician; and an EFT equivalent 0.46 School Welfare Officer. The school is in a growth corridor of Ballarat and is continuing to steadily grow with further housing developments evident in close proximity to the school.

Our Kindergarten adjacent to the school is thriving. As Service Provider, the school has developed a Kindergarten to Year Six curriculum with a strong transition from Early Childhood to Primary setting. Key performance indicators such as NAPLAN and Staff, Student & Parent Opinion Surveys results have remained consistent despite a changing Student Family Occupation Index. Our family demographic continues to diversify and presents challenges and opportunity that require constant consideration. 2018 was the second year of our new Strategic Plan with considerable planning and reflection shaping our Strategic intent for the 2017-20 years. Our 2018 AIP foci were reading for K-2 and writing in Years 3-6.

We have a seven member strong School Improvement Team of Leaders as well as three School Improvement Team Committees. We have five PLC's: K-F; 1/2; 3/4; 5/6 and Specialists.

At Miners Rest Primary School we provide an engaging, authentic and progressive learning environment that meets the needs of its growing enrolment. We are the educational hub of our community and its young families, providing learning opportunities from birth to adulthood. Our curriculum provides rich and diverse learning opportunities to maximise the literate and numerate potential of all students. Learning achievements are acknowledged & celebrated. Whilst being innovative and robust, curriculum is delivered via an agreed pedagogical understanding that reflects current best practices. Students are supported to develop their social & emotional capabilities so that they can feel safe and happy to learn. We acknowledge and promote cultural diversity, ensuring that students are understanding of respectful relationships. Ultimately, students will exit Miners Rest Primary School as global citizens who feel empowered and ready to prosper in an ever-changing world as personable, resilient, life-long learners.

Framework for Improving Student Outcomes (FISO)

In 2018, MRPS continued to target "Building Practice Excellence" and also focused its school improvement efforts on "Building Leadership Teams". This focus was supported by the PLC Leaders and Teaching & Learning Coach attending the Bastow PLC Initiative and leading school improvement through the FISO Improvement Cycle. The development of the leadership capabilities of our PLC Leaders allowed us to strengthen our culture of performance and development. Along with the regular meeting of whole staff for professional learning, staff meet weekly in collaborative planning teams and fortnightly as Professional Learning Communities to develop consistent pedagogical understanding via Inquiry Cycles pertaining to student learning growth. This work is supported by the Leadership Team, the Teaching and Learning Coach and the Curriculum, Teaching and Learning Team.

Current DET initiatives including High Impact Teaching Strategies and the Practice Principles have been a focus for staff, with particular emphasis on defining and implementing HITS in classrooms to build practice excellence. Two Primary Maths Specialists were appointed through DET and support the development of teacher capacity across both the Senior and Junior School through coaching and the delivery of professional learning and exemplar lessons.

Staff have implemented strategies to attain high reliability classroom environments with consistent teaching strategies, language and classroom environments to support learning confidence and motivation. We strongly promote this commitment to quality and consistency across all year levels of the school to maximize student engagement and to achieve twelve months growth for all students, regardless of starting points. MRPS has made significant progress with a collective and consistent approach to explicit teaching, with staff implementing an Instructional Model for literacy & numeracy teaching in all classrooms.

Achievement

The school goal is to improve student achievement in Reading from Foundation to Year 2 and Writing from Years 3-6 by improving the quality and accessibility of resources and teacher efficacy. All classroom teachers have received training in both writing programs, Seven Steps to Writing Success and VCOP. PLC Inquiries have followed the FISO Improvement Cycle to focus on improving teacher practice in Reading (F-2) and Writing (Years 3-6), which were areas for improvement identified in the 2018 Annual Implementation Plan.

To increase student proficiency in Reading, and to support individual student needs, the school has invested significantly in the Multi-Lit and Mini-Lit intervention programs. This investment has resulted in an increase in resources and trained staff. Results from these intervention programs demonstrate that students experienced increased levels of reading achievement.

In 2018, 44% of our Year 3 students achieved placement in the top 2 bands of NAPLAN in writing - this result is similar to the results of primary schools with similar characteristics. In Writing, 14% of our students achieved placement in the top 2 bands of NAPLAN, compared to 8% of students in schools with similar characteristics. The relative growth data from Years 3 to Year 5 in the areas of both Reading and Writing is pleasing. The percentage of students with high relative gain in the area of reading is 31 %, compared with 20% at similar schools. Similarly with writing, the percentage of students with high relative gain in writing is 41% compared to 20% at schools with similar characteristics.

According to teacher judgment in Reading - using PM Benchmarking and local school documentation aligned with Victorian Curriculum. Student achievement in Reading is as follows:

Foundation - 100% of students achieved the expected level or above

Year One - 88% of students achieved the expected level or above

Year Two - 90% of students achieved the expected level or above

The use of GradeXpert as a student tracking tool, continues to evolve and grow, providing valuable data sets to drive the next steps for student learning in Literacy & Numeracy, following the Assessment Schedule. In 2018 staff accessed a new 'Data Room' for planning meetings. This has allowed referencing of key documentation and putting faces and names to the data sets of our students. Our assessment schedule and instructional practices triangulates well & mostly validates staff findings in regard to student achievement and proficiency levels.

To support student wellbeing, we have continued to implement the You Can Do It program, supported by a new initiative under the banner School Wide Positive Behaviour which rewards and celebrates the expected behaviours of our students.

Engagement

Attendance from Foundation to Year Six in 2018 increased from the previous year average number of days absent per student from 13.09 to 12.00, an result that we can attribute an altered DET policy and support as well as fantastic school support at classroom level from all staff. Our administration staff along with classroom teachers and the relationships they build with families is to be commended and recognised as a driving factor behind the consistently low number of absences across our school.

Under teaching & learning from student surveying, we achieved our best results in Effective Classroom Behaviour, Attitudes to Attendance, Self-regulation and goal setting and Advocate at School - all being in the

third quartile.

Our areas for focus in 2019 are in: Sense of Inclusion, Sense of Confidence and Student Voice. We have included the latter in our Annual Implementation Plan and are utilising the 'Amplify' resource to support our collective understanding and implementation plan around this.

In 2018 we held a number of community events, including an ANZAC service at our cenotaph and a School Production "Beauty & the Beast Jnr", in which all students engaged through our performing arts program.

Wellbeing

Our goal is to develop student resilience and social competencies.

At MRPS we offer a comprehensive curriculum that includes the arts, health and physical education, languages and a kitchen / garden program, all contributing to a broad distribution of communication and knowledge platforms for students.

Students also enjoy a number of extra-curricular activities including a Writer's Festival, School Production, Korean Overseas Exchange and numerous sporting events. We enjoy a strong student voice via student elected school captains, house captains and a junior school council.

Students participate in all relevant transition programs offered by local secondary settings. We frequently review our transition programs from our own and neighbouring Kindergartens and from year level to year level, with the aim to seamlessly engage students and familiarise them into their new setting.

Students have a Buddy program and undertake the You Can Do It program weekly to assist their personal development in the 5 key areas of Getting Along, Organisation, Confidence, Resilience & Persistence.

Financial performance and position

Equity money was again utilised effectively in providing staff support with Curriculum, Teaching & Learning Coach. This assists to ensure consistency of practice in teaching & learning. We again achieved a healthy surplus credit budget, which supported our growing staffing profile for 2019.

With the knowledge of a new school build forthcoming, please note we are forward planning, putting money aside some small amounts where possible annually to support finishing projects beyond the capital works funding.

For more detailed information regarding our school please visit our website at

<https://www.minersrestps.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

SCHOOL PROFILE

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

Enrolment Profile

A total of 345 students were enrolled at this school in 2018, 146 female and 199 male.

np percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	82.9	85.1	78.3	91.6

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.3	77.7	66.6	86.7

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

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

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

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	87.3	90.1	82.6	95.3	Similar
Mathematics	86.5	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	66.7	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	58.5	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	63.2	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	48.7	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	59.5	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	50.3	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	57.3	61.2	47.0	75.5	Higher
Year 5	Numeracy (4 year average)	51.0	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

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

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

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

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

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	27.8	41.7	30.6
Numeracy	27.0	62.2	10.8
Writing	11.8	47.1	41.2
Spelling	17.6	55.9	26.5
Grammar and Punctuation	23.5	50.0	26.5

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.0	15.1	12.9	18.1	Higher
Average number of absence days (4 year average)	12.7	15.2	13.2	17.8	Higher

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	95	95	95	94	92	95	93

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.8	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	79.1	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	74.7	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	75.4	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$2,600,522
Government Provided DET Grants	\$747,103
Government Grants Commonwealth	\$101,935
Government Grants State	\$0
Revenue Other	\$41,040
Locally Raised Funds	\$446,485
Total Operating Revenue	\$3,937,085

Equity ¹	Actual
Equity (Social Disadvantage)	\$83,956
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$83,956

Expenditure	Actual
Student Resource Package ²	\$2,506,312
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$4,867
Consumables	\$95,503
Miscellaneous Expense ³	\$210,119
Professional Development	\$38,818
Property and Equipment Services	\$217,566
Salaries & Allowances ⁴	\$590,070
Trading & Fundraising	\$64,253
Travel & Subsistence	\$0
Utilities	\$28,691
Total Operating Expenditure	\$3,756,199
Net Operating Surplus/-Deficit	\$180,886
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$245,592
Official Account	\$28,939
Other Accounts	\$0
Total Funds Available	\$274,531

Financial Commitments	Actual
Operating Reserve	\$200,293
Other Recurrent Expenditure	\$0
Provision Accounts	\$15,939
Funds Received in Advance	\$835
School Based Programs	\$39,499
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$256,567

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language 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 his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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