



**MIDDLE PARK  
PRIMARY SCHOOL**  
*Shine your brightest*



# MPPS

## Annual Report Night

7.30pm Wednesday 1 June 2016

Tim Newton: Principal  
Chris Arnott: Council President



## Objectives of this evening..

- **Welcome** **Chris**
- **Council Update** **Chris**
  - Role of council
  - Budget update
- **MPPS Strategic Themes** **Tim**
  - MPPS Vision
  - Key Themes
- **2014 Overview** **Tim**
  - Key Successes
  - Key Learnings
  - Overview of NAPLAN
- **2015 Focus & Goals** **Tim**
- **Questions**

# Council Update



## 2015 Council Members..



### Parent Reps

1. Chris Arnott – President, ICT
2. Martin Lawrence – Vice President, Treasurer
3. Manisha Sangekar – OOSH
4. Paul De Gannes - Buildings & Grounds
5. Tristan Kitchener– Fundraising
6. Astrid Heward – Policy & Planning

### Teacher Reps

1. Tim Newton – Principal, Finance
2. Megan Dell – Vice Principal, ICT
3. Matt Naudi – Teacher, Buildings & Grounds
4. Susan Phillips - Teacher, OOSH
5. Naomi Hayes – Business Manager

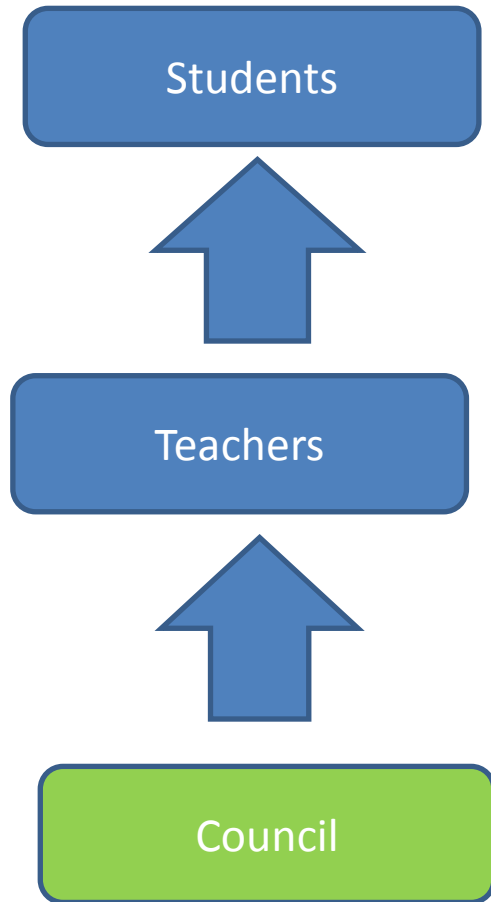


## The Role of Council ...

The Council is here to support Teachers and Students.

It is responsible for 3 things..

- 1) Strategy
- 2) Policy
- 3) Finance governance





## **MPPS Council – Our Focus for 2016**

- High level of communication & engagement
- Support Teacher Leadership in achieving strategic goals
- Greater transparency on fundraising and spending
- ICT Program – ongoing improvement of the resource
- Continued commitment to successful Before Care, After Care and Vacation programs
- Some BIG events – Summer Fair; Dads & Kids Weekend, End of Year Picnic



## We are in good financial shape ...

### 2015

- ~\$0.45M in reserves at EOY

### 2016

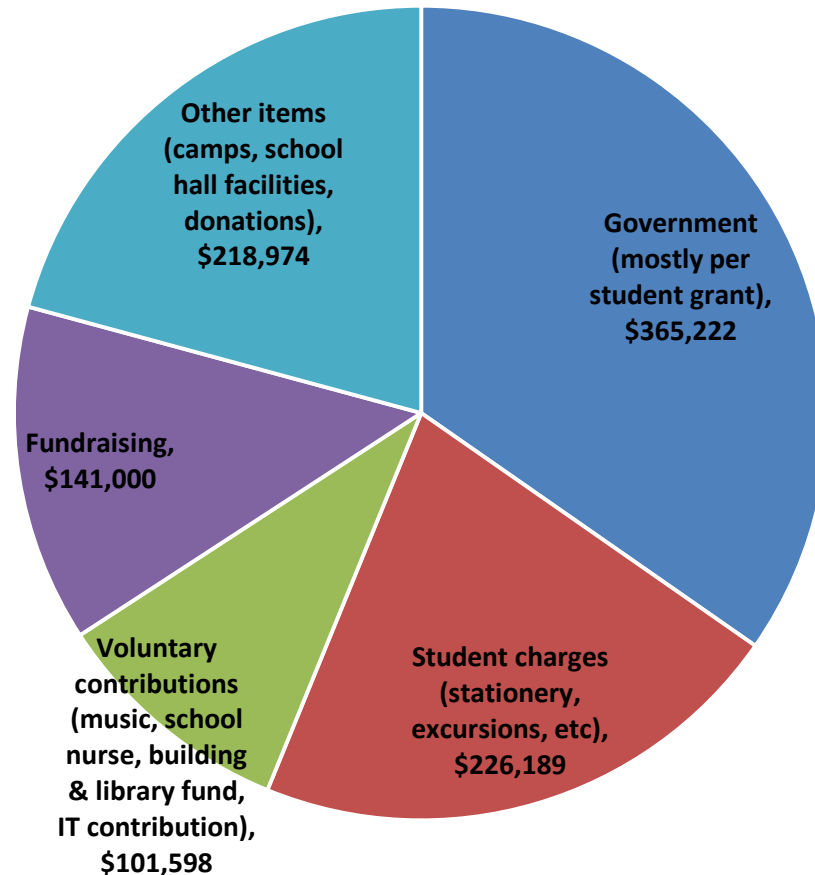
- Budget:
  - ~\$1.05M income
  - ~\$1.14M expense
  - Utilise ~\$85K reserves
- Remaining reserves ~\$0.35M
- Strong financial position from fundraising – Carnivale huge success – and strong parent support





## Income is \$1.05M – 2016 budget

- Govt contribution is ~35%
- Fundraising is 13%
- Student fees & voluntary contributions 31%
- Other income ~21%

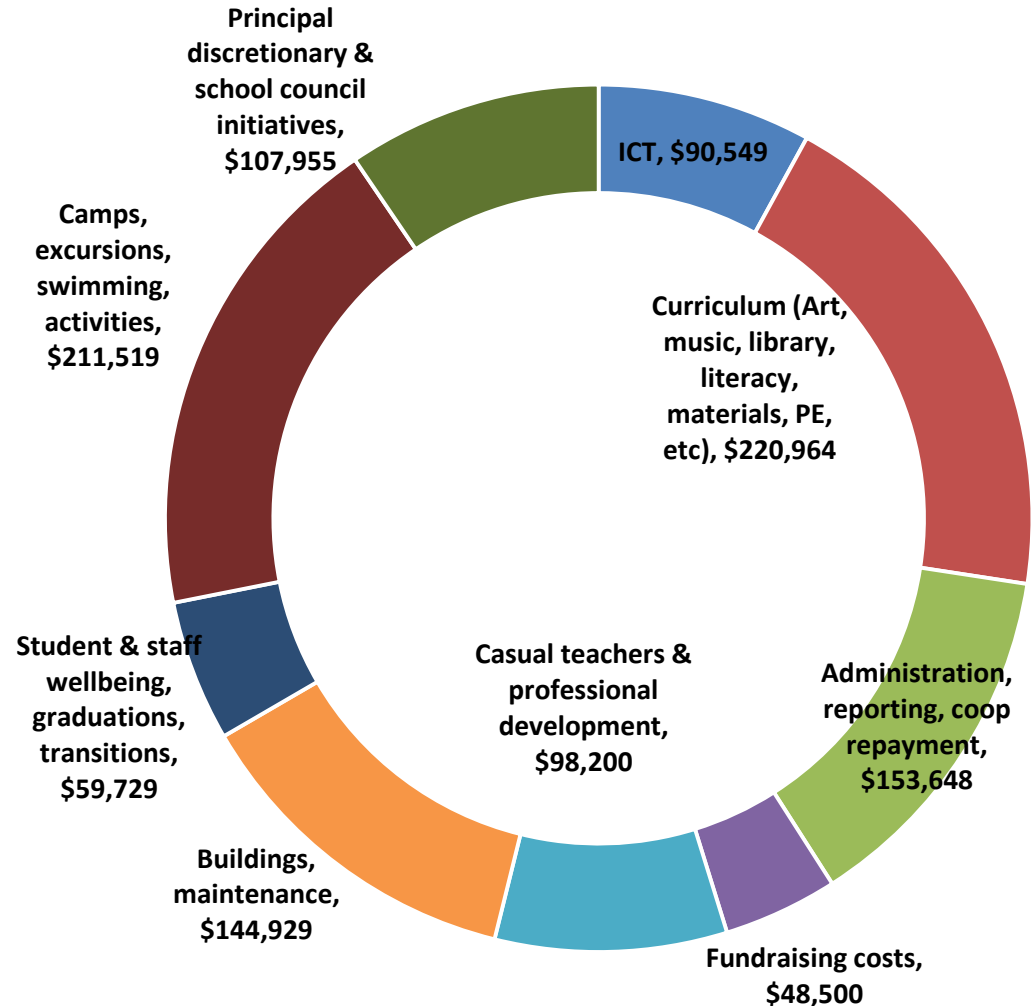






## Expenses are ~\$1.14M

- Curriculum & ICT (29%)
- Camps, excursions & activities (19%)
- Staff & student wellbeing, PD, casual teacher costs (14%)
- Discretionary just under 10% (sc Initiatives)





## Fundraising 2015 Raised & Spent

Available Funds			\$	56,860
2014 Carryover			\$	8,970
			\$	65,830
Final Stage ICT Plan - iPads P-2		\$	27,900	
Outdoor Stage Sound System		\$	4,984	
Outdoor Lighting		\$	10,385	
Neville St Play Equipment		\$	21,800	
Stationery Packs/uniform/camp subsidy for disadvantaged students		\$	2,590	
Coop Repayment		\$	1,581	
Other				
Total Spent			\$	69,239
Balance Left Over			-\$	3,409



## **Fundraising**

- **Expected fundraising profits for 2016 of \$74K**
- **Carnivale has already contributed \$69,000 – fantastic effort from community & fundraising team**
- **SC will be transparent on how & where funds spent: Eager for school community input; reviewing school Master Plan at present**

# MPPS Strategic Themes

*Effective schools have always been reflections of effective families and communities not the other way round.*

As a community organization the school will need to consider some key propositions about education in the 21st Century.

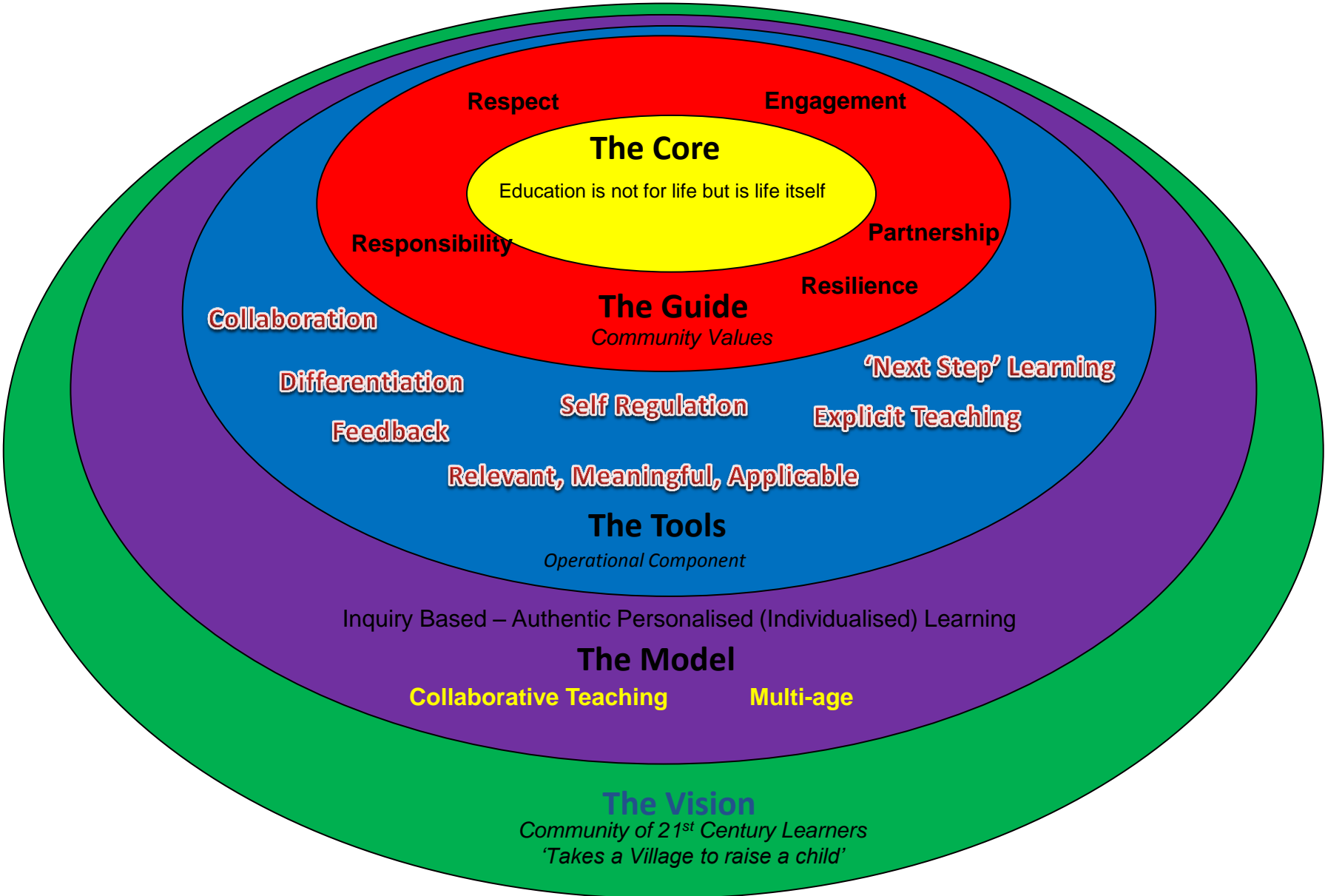
**These six core beliefs are:**

- Education is not synonymous with schooling and deals with an area much broader than academic training, vocational preparation and college readiness.
- Education is a lifetime process and is provided by the entire community, especially parents.
- There are many groups and individuals involved in the education process and every community has an abundance of untapped educational resources.
- Education is a community's most valuable resource.
- Involvement of the community is a community right that results in better decisions and better community support.
- Services should be delivered as close as possible to where people live.

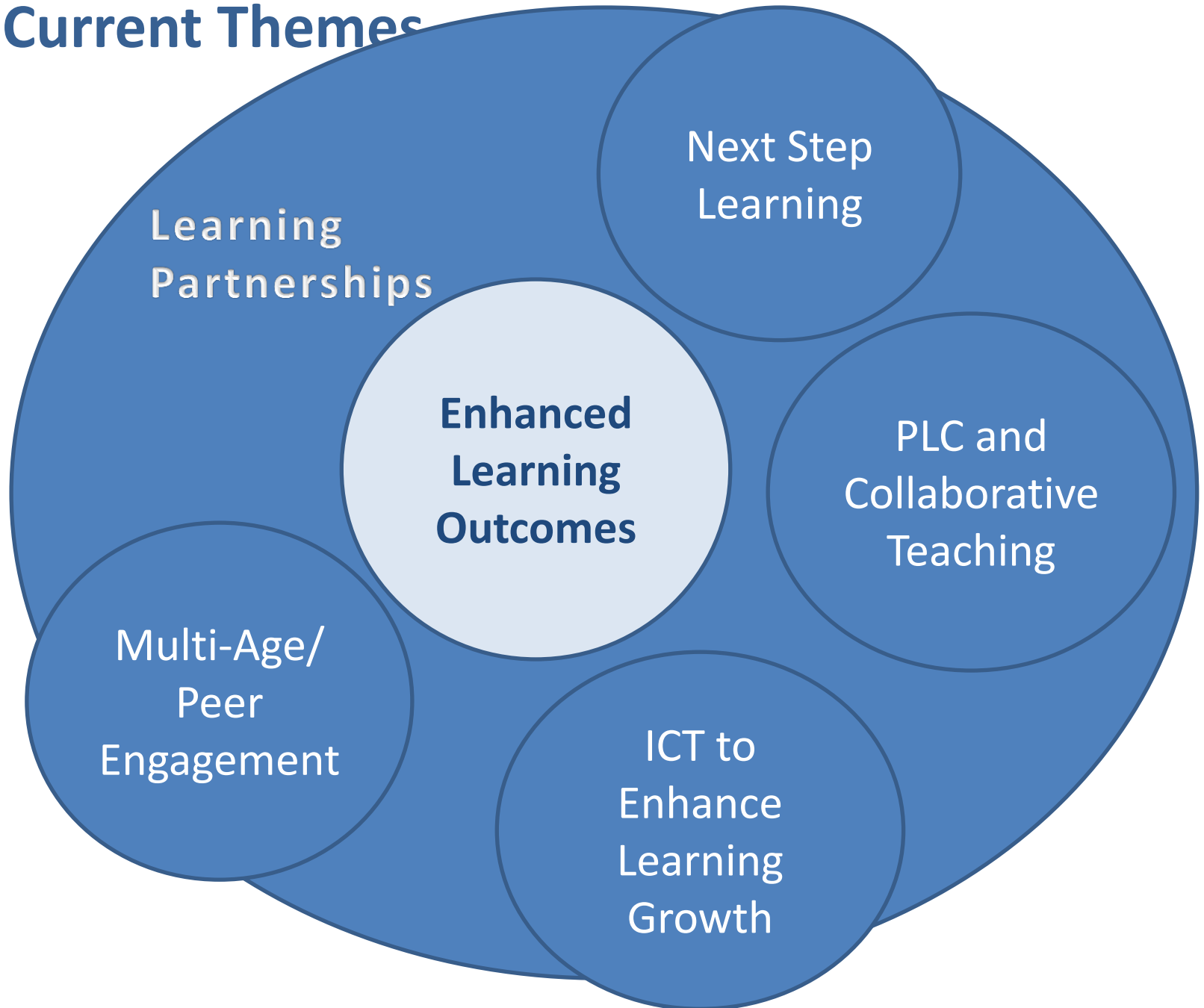
*"If we eliminate the social factor from the child we are left only with an abstraction; if we eliminate the individual factor from society we are left only with an inert and lifeless mass. Education therefore must begin with a psychological insight into the child's capacities, interests and habits."*

*John Dewey 1897*

# MPPS – Overarching Strategic Model



# Key Current Themes



Learning  
Partnerships

Next Step  
Learning

**Enhanced  
Learning  
Outcomes**

PLC and  
Collaborative  
Teaching

Multi-Age/  
Peer  
Engagement

ICT to  
Enhance  
Learning  
Growth



## Key Theme: Partnerships

- Open and inclusive community – teachers, parents & students
- ICT 1:1 iPad Implementation & Strategy
- Fundraising, School Council, Service Providers, Business

*"Nothing of me is original. I am the combined effort of everyone I've ever known."*

— Chuck Palahniuk





## **Key Theme: Learning Growth/ Next Step Learning**

1. Growth Pattern Monitoring
2. Responsive Resourcing
3. Cohort Focus
4. Return on Investment from Professional Learning
5. Literacy and Numeracy Focus
6. Sustaining Writing Growth / Numeracy Focus



## Key theme: Multi-age/ Peer Engagement

- Multi-age classes reflect our desire to build a “community of learners” working towards collective success for all.
- Whether multi-age or straight classes, there will always be a range of individual levels.
- In a ‘next step’ focussed classroom, it is complex and dependant on the teaching and learning approach, not the age of the students.
- There are wide ranging benefits from studies including: greater flexibility; improved student/ teacher relationships & better class transition
- Teachers working together around instruction



## **Key Theme: Collaborative Teaching and PLC**

- Next Step Learning Strategy
- Teacher Professional Learning/ Shared Expertise/ Peer Engagement
- Shared Accountability
- Relationships/ Partnership/ Engagement
- Professional Learning Communities

### Important Considerations:

Excellent teaching improves student learning outcomes

Collaborative teaching has been occurring to different degrees across MPPS for a long time

Our aim is for our MPPS teaching and learning model is implemented to a high level across the school

# 2015 Overview



## Data Evidence

### Teacher Judgement

- Teacher assessments measure year-on-year growth in Reading, Writing & Numeracy
- In 2015 MPPS students achieved around 83% 'standard' or 'higher' growth
- High percentage of 'high' learning growth
- In line with Strategic Plan targets

### NAPLAN

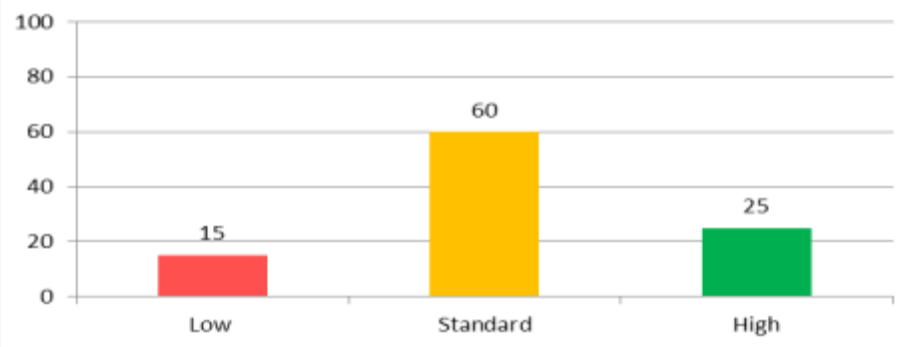
- NAPLAN assessments made nationally for grades 3 & 5
- MPPS focus is on growth from grades 3 to 5, particularly those achieving a 'higher' than standard growth
- Exceptional growth in writing in line with strategy
- Both grades above State average
- High achieving students achieving higher than expected growth



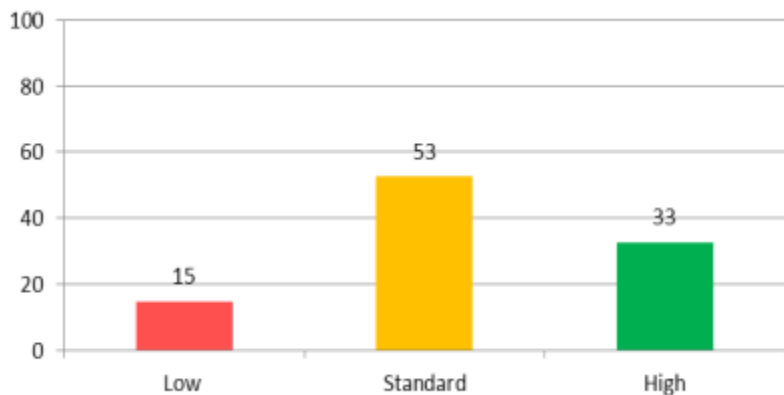
## Teacher Judgement 2015

*Note: Based on teacher judgement  
from June to June.*

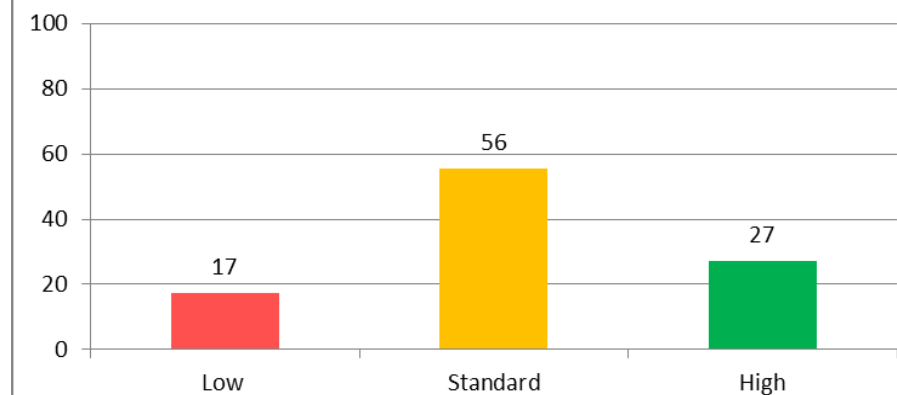
**Whole School Writing Growth  
S1 2014- S1 2015: (%)**



**Whole School Reading Growth  
S1 2014- S1 2015: (%)**



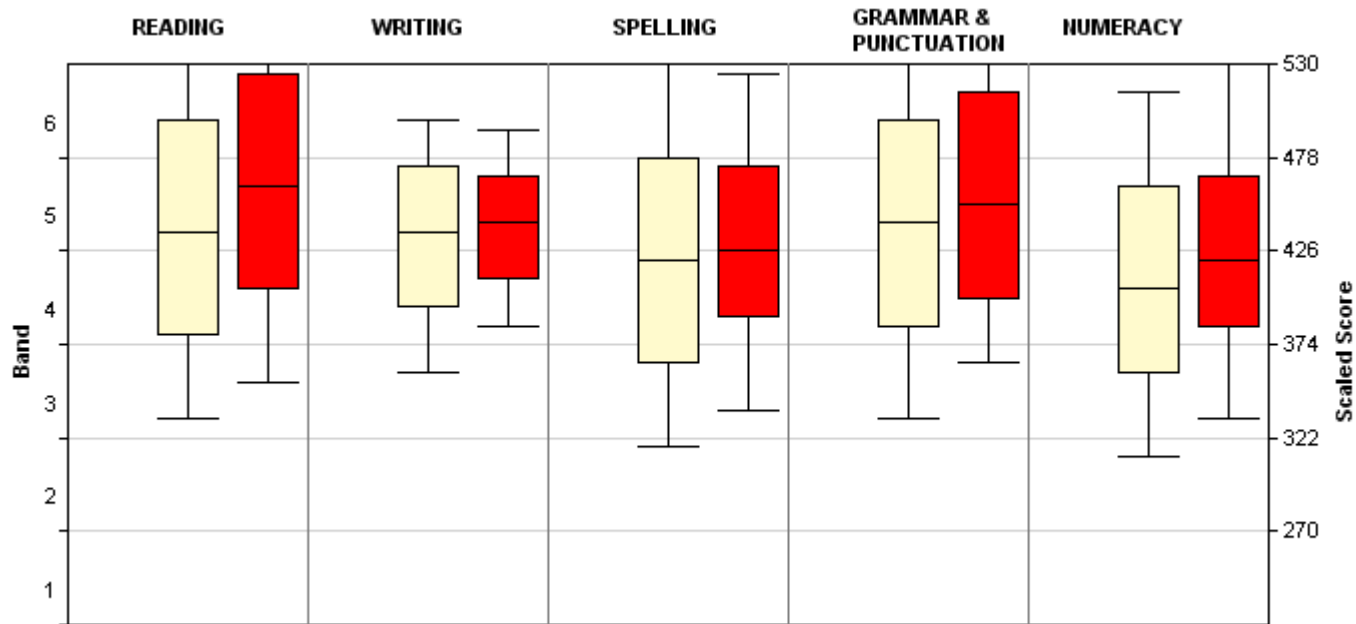
**Whole School Number Growth  
S1 2014- S1 2015: (%)**





# Year 3 NAPLAN Performance

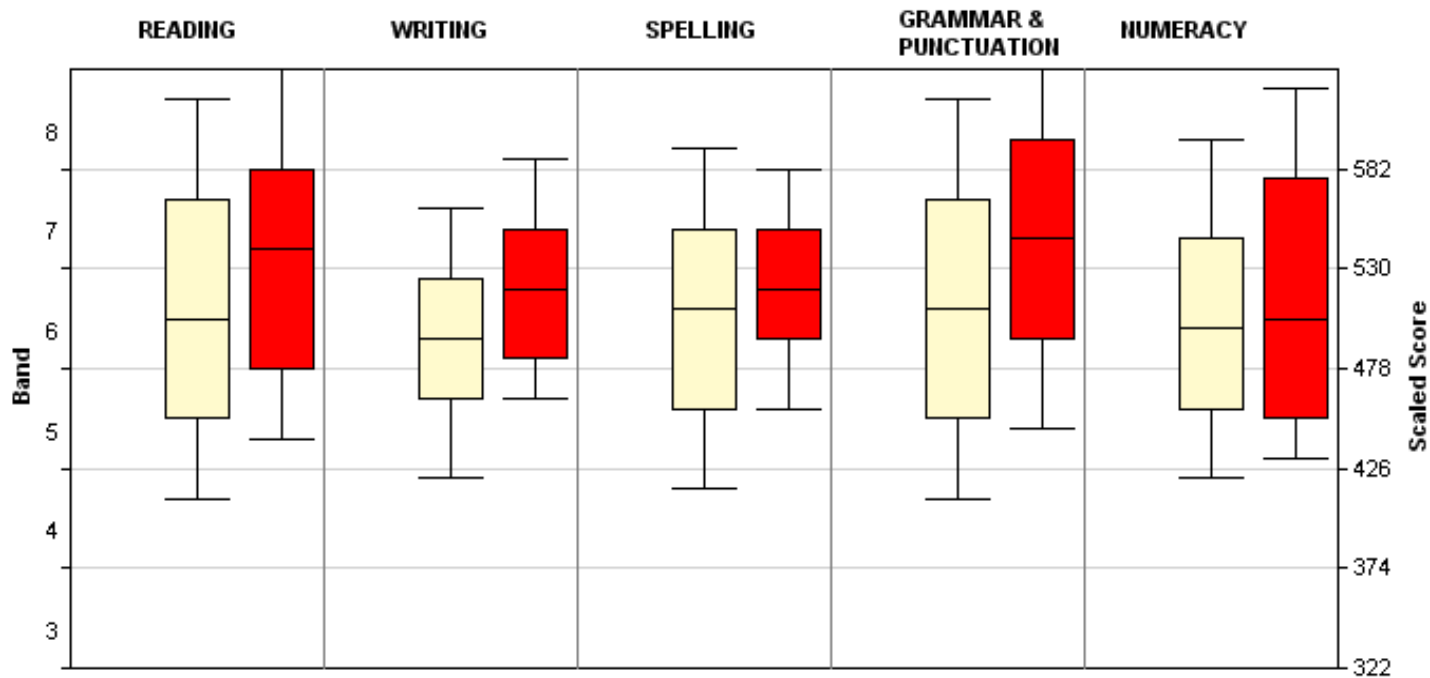
- Above state mean in all areas.





## Year 5 NAPLAN Performance

- Significantly higher than the state in all except Numeracy.
- Higher at the top and lower at the bottom 25% (except Spelling)





# Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

## Achievement

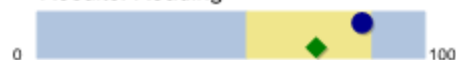
### NAPLAN Year 3

The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.

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

## Student Outcomes

Results: Reading



Results: Reading (4-year average)



Results: Numeracy



Results: Numeracy (4-year average)



## School Comparison

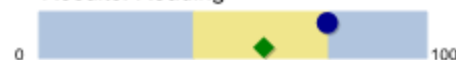


### NAPLAN Year 5

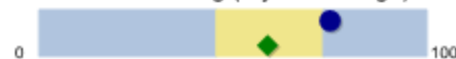
The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.

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

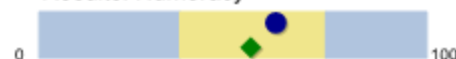
Results: Reading



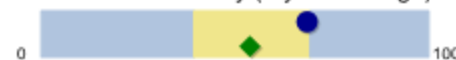
Results: Reading (4-year average)






Results: Numeracy







Results: Numeracy (4-year average)



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (<a href="#">AusVELS</a>)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</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 year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

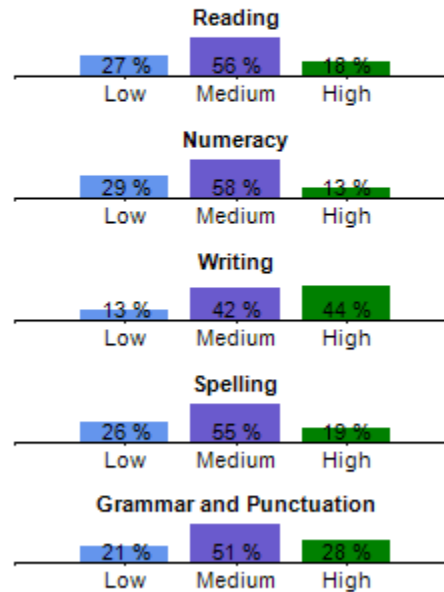
### Achievement

#### NAPLAN Learning Gain Year 3 - Year 5

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

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

### Student Outcomes



### School Comparison

NAPLAN Learning Gain does not require a School Comparison.

# Parent & Teacher Surveys

## School Profile

### Enrolment Profile

A total of 480 students were enrolled at this school in 2015, 253 female and 227 male. There were 3% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

### Overall Socio-Economic Profile

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



### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






### School Staff Survey





Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

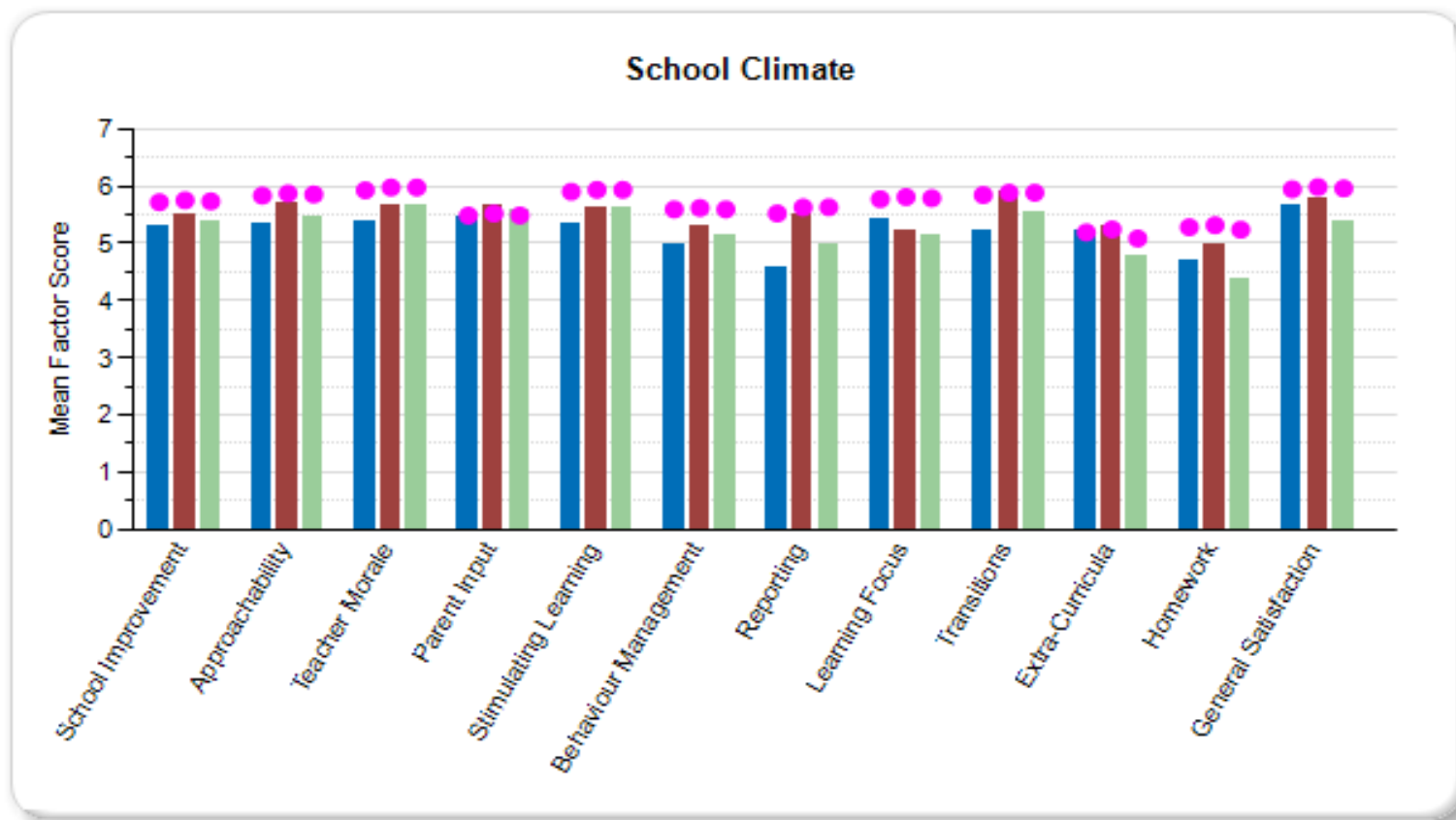
Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="736 958 1213 1058"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	92 %	93 %	93 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	92 %	93 %	93 %										



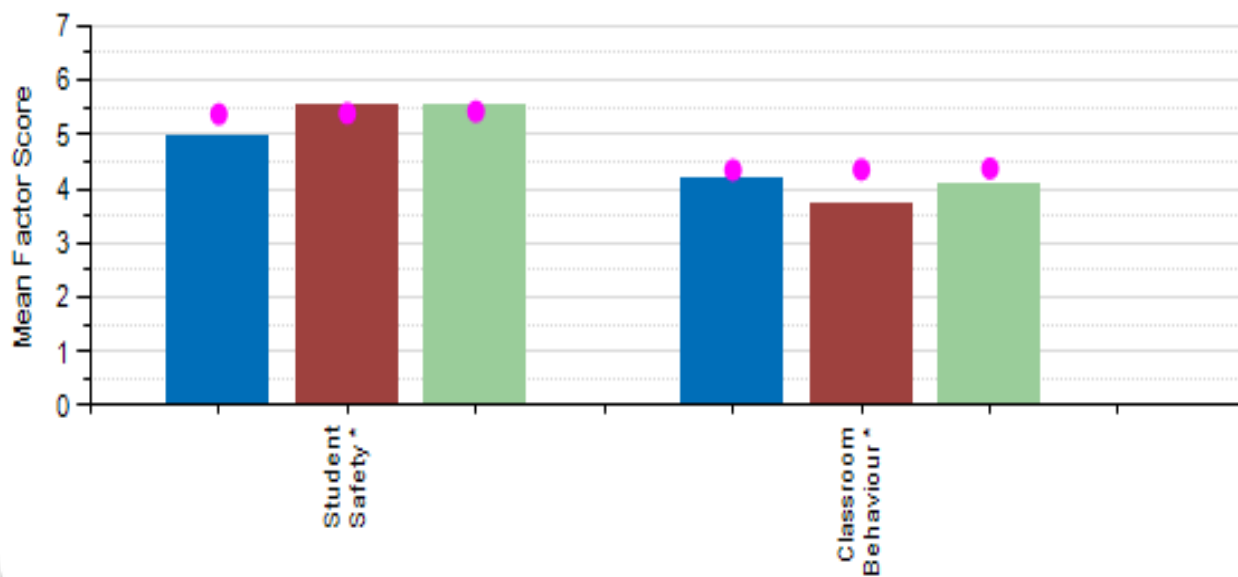
## Valuable Parent Opinion

- Improvements in Teacher Morale, Stimulating Learning, Student Behaviour.
- Reductions in Reporting and Homework





## Student Behaviour

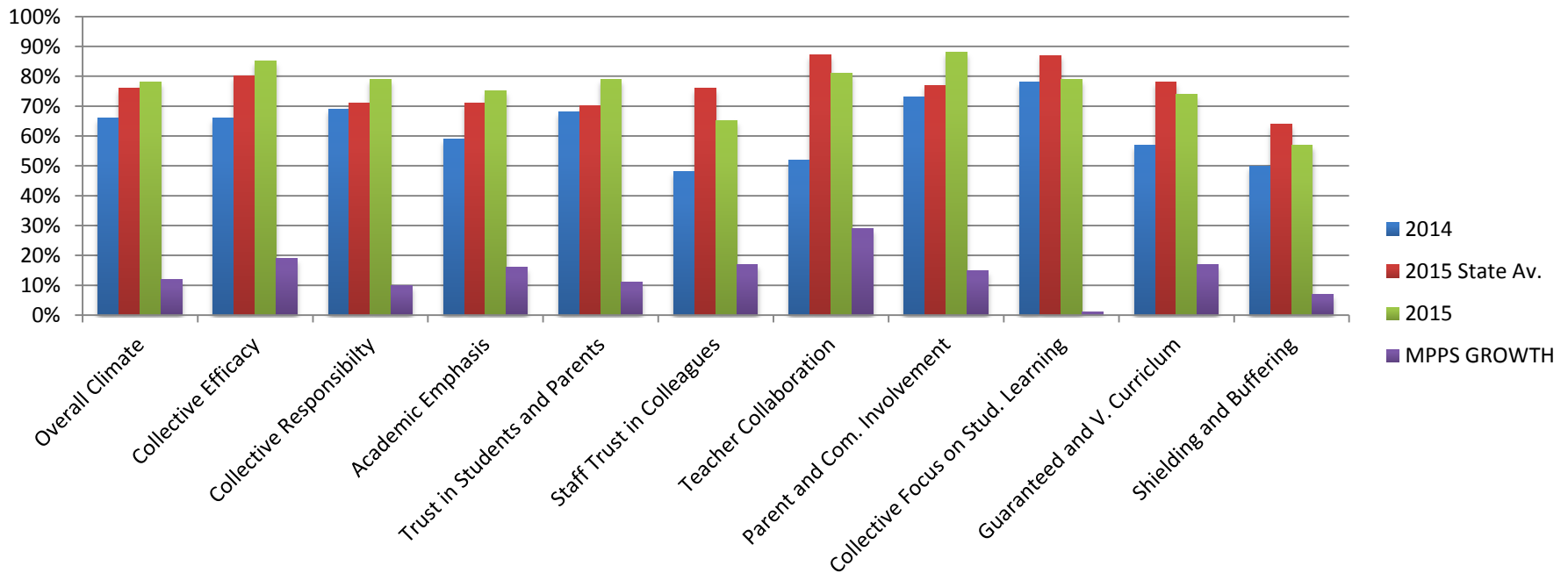






## Positive Staff Opinion

- Significant improvement in all areas



**What's next ..2016**



## The Next Challenges..

1. Growth Pattern Monitoring
2. Focus on Mathematics / Fluency
3. Peer Engagement
4. Leadership Development
5. Facilities Management – Master Planning
6. Behaviour Management Plan Implementation
7. Year of Strategy Review

Happy to take any Questions ...