

**2014 Annual Report to  
the School Community**

Manifold Heights Primary School

School Number: 4224



Name of School Principal:

Barry Rowland

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Name of School Council President:

Gwyneth Morrison

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Date of Endorsement:

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Manifold Heights Primary School has a very positive and supportive environment in which everyone is encouraged to work towards our school motto – *Unleashing Potential*. Staff work in close partnership with parents to create an effective environment to cater for the children’s academic, social, physical and emotional development. Our staff are committed to continuous improvement and achieving excellence in teaching and learning at every level. Our programs cater for the individual needs of a diverse range of students through the use of Student Learning Goals, which are linked closely to success criteria and explicitly stated learning intentions, for all class lessons.

We have an emphasis upon Inquiry Learning and allowing our students to develop their interests, skills and abilities. Critical and analytical thinking strategies combined with multi media equipment, Art, Music, PE, Library and Indonesian gives us a curriculum which is varied, flexible and designed to meet students' individual needs.

By seeking comment and feedback we have tried to ensure that the views of staff, parents and students are always considered. We aim to build strong partnerships between parents and staff, and encourage a high level of parent participation through classroom helpers, volunteers in the grounds, focus groups, fundraising and social activities.

We offer our 380 students an attractive, safe and stimulating environment and a successful Before and After School Care facility. Our buildings house a fabulous Prep centre, along with Art and Library facilities. Our Juniors work in a beautiful heritage building, whilst our Middles and Seniors are housed in modern facilities with opportunities for team teaching and learning across multiple classes. A new adventure playground provides students of all ages with opportunities for creative and imaginative play.

We have EFT 26 staff – 2 Principal Class, 19.7 Teaching and 4.3 Education Support.

See [www.manifold.vic.edu.au/](http://www.manifold.vic.edu.au/)

### Achievement

The year began with the implementation of our new Strategic Plan with new targets and goals to lead us into the four year Strategic Plan Period. In the past year, achievement scores in student learning English and Mathematics show that we are performing at a higher level than other “like” schools re AusVELS teacher judgements. Increasing the learning growth for all student to twelve months or more from an established starting point, will be a focus in our Strategic Plan - across all areas of English and Mathematics.

Our SFO is stable at 0.45 with many families continuing to access the support of EMA.

All our students are included in our performance measure scores including those on the Program for Students with Disabilities. These students achieved well when measured against their own individual goals and targets. Our Life Skills program supported and challenged our students across a range of activities and curriculum areas.

Our results in the NAPLAN show our Yr3 and Yr5 cohorts are performing at a similar level to our comparison schools in all areas.

Our own school target to increase the amount of learning growth shown by each individual student continues to be an integral component of our AIP, as we extend and challenge our student’s learning across all areas.

Building teacher capacity in differentiation, a focus on explicit feedback and feed forward, and extending our top achievers (especially in numeracy) are our focus areas – the objective clearly targeted upon improving student learning. This work has begun to show greater momentum with the support of the Australian Mathematics and Science Institute. Professional Development was undertaken in building teacher numeracy teaching capacity for all staff in whole staff sessions and with specific numeracy leaders.

A review of our Professional Learning Team processes focused upon building learning growth in both Literacy and Numeracy and targeted a focus on individual students across all levels of the learning continuum.

### Engagement

Our student leadership program continued to be a feature of our school, evolving each year to increase leadership opportunities for our students in key interest areas. Our School Captain and House Captain positions were again offered each term, along with opportunities as Planet Protectors, the Gardening team and as Art Buddies. Our Junior School Council led social service activities raising funds for Red Cross, Epilepsy Foundation, and a Footy Day for Rivers Gift.

All Staff continue to challenge students by supporting them in reflecting on their own data and setting relevant learning goals. Students are given the opportunity to showcase their learning in Student Led conferences held mid-year. Embedding an Inquiry approach with additional student voice opportunities engaged students actively in their learning. An increase in the use and varied range of multi-media equipment into our programs created authentic learning challenges to meet the needs of students. The refinement of the use of ipads and netbooks has added opportunities for presentation and articulation of student learning. Our extra-curricular opportunities for students continued to strengthen with our school band – The PurrumBeatles, our School Singing Group, the Mano Dance Troupe, and being part of our State Schools Spectacular choral ensemble. Many of these groups also had the opportunity to perform at our highly successful biennial School Concert.

The Queenscliff Bike Ride was once again a huge success with many parents participating in the two day event.

Our student attendance is similar to the State average, however, data continues to reveal substantial absence due to family holidays and appointments during school hours. The school continues to follow up on unexplained absences and will continue to inform parents via the newsletter and SkoolBag App each week, about the importance of school attendance.

A successful Classroom Helpers Program during term two was conducted and parents went on to help in classrooms, especially in the Prep and Junior areas.

The Mano Carnivale was a highly successful community and fundraising event for our school. Its growth and popularity is a credit to the School Council Fundraising team and the many volunteers on the day.

## Wellbeing

Our very successful Kids Hope program, along with the introduction of a Chaplain into our school two days per week, works effectively and gives our students and families additional avenues to access the support they need.

The expectation that students will engage in positive behavior ensures that bullying and intolerance are not accepted at this school, although the number and type of low level misdemeanors has not decreased over the past four years despite strategies being put in place. In addition to this, the increased number of students on the Autism Spectrum and/or with learning, social or emotional difficulties now attending our school, continued to challenge our thinking, planning and approaches. In the past year all staff engaged in Professional Development in this area and we will continue to work with parents, students and staff to achieve positive outcomes.

Staff engaged in professional development and school visits related to implementing the School-Wide Positive Behaviour Strategy (SWPBS) program in order to address the issues we had identified. Schools values were reviewed and a whole school Behaviour Support Matrix was developed, shared and implemented during Term 4.

Our Attitudes to School survey completed by our students in Years 5 & 6 continues to show that our school scores at a comparable level to other schools. Results of the survey indicated that Student Morale and Student Safety were improving, which we should see continue with the implementation of the SWPBS. The areas of Student Motivation and Student Connectedness are two areas that we would like to focus on improving during 2015.

## Productivity

Throughout the year, school resources were effectively managed to deliver the best possible educational experiences and outcomes for all students. The timetable was organised to support teacher team planning and the opportunity to fully develop Professional Learning Teams. The focus of the PLT's enabled us to build teacher capacity in feedback, differentiation and assessment through action research, team planning and analyzing student data to cater for individual student needs.




The Professional Development Plan program was fully implemented within new DET guidelines and was a robust process with measurable goals supporting the AIP targets for all Staff. In developing distributive leadership across the school, resources were allocated to provide opportunities for the majority of staff to attend professional development in leadership including: McRel Balanced Leadership Program, AMSI Mathematics, Anne Hammond Literacy Consultant and Regional projects led by Roger Dingle and Wayne Craig.

For more detailed information regarding our school please visit our website at  
<http://www>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 365 students were enrolled at this school in 2014, 180 female and 185 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### 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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</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> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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>


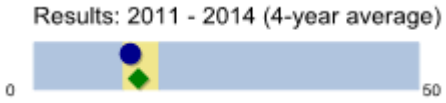


## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■  
 Result for this school: ● Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>53%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>67%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>54%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>56%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>37%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	53%	30%	Numeracy	21%	67%	12%	Writing	20%	54%	27%	Spelling	24%	56%	20%	Grammar and Punctuation	37%	37%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1034 922"> <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>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	94 %	93 %	94 %	94 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	94 %	94 %	93 %	94 %	94 %										

## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Lower</p> <p> Similar</p>



# How to read the Performance Summary

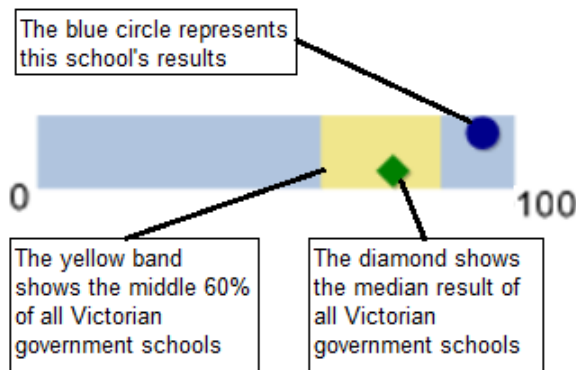
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

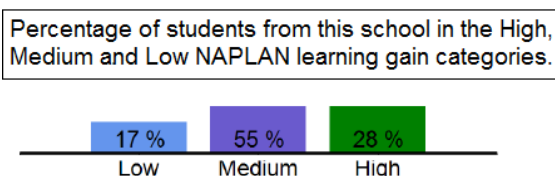
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$2,395,444
Government Provided DE&T Grants	\$243,302
Government Grants Commonwealth	\$12,791
Revenue Other	\$16,239
Locally Raised Funds	\$213,122
<b>Total Operating Revenue</b>	<b>\$2,880,898</b>

Funds Available	Actual
High Yield Investment Account	\$401
Official Account	\$58,778
Other Accounts	\$351,068
<b>Total Funds Available</b>	<b>\$410,247</b>

Expenditure	
Student Resource Package	\$2,388,306
Books & Publications	\$8,698
Communication Costs	\$6,327
Consumables	\$79,652
Miscellaneous Expense	\$104,674
Professional Development	\$23,595
Property and Equipment Services	\$132,960
Salaries & Allowances	\$107,531
Trading & Fundraising	\$30,641
Utilities	\$29,342

Financial Commitments	
Operating Reserve	\$80,318
Capital - Buildings/Grounds incl SMS<12 months	\$275,619
Maintenance - Buildings/Grounds incl SMS<12 months	\$41,781
Asset/Equipment Replacement > 12 months	\$12,530
<b>Total Financial Commitments</b>	<b>\$410,247</b>

**Total Operating Expenditure**      **\$2,911,726**

**Net Operating Surplus/-Deficit**      **(\$30,828)**

**Asset Acquisitions**      **\$0**

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

[Insert financial commentary here]