

**2015 Annual Report to
the School Community**

Manifold Heights Primary School

School Number: 4224



Name of School Principal:

BARRY ROWLAND

Name of School Council President:

GWYNETH MORRISON

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 2015.

About Our School

School Context

Manifold Heights Primary School has a very positive and supportive environment in which all community members are encouraged to work towards our school motto – *Unleashing Potential*. Staff work closely together 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 explicitly stated learning intentions and success criteria, for class lessons. Staff team work is most evident in curriculum planning and implementation in all teams: Preps, Juniors, Middles, Seniors and Specialists.

We have an emphasis upon integrating our curriculum, utilising Inquiry Learning to allow our students to develop their interests, skills and abilities. Critical and analytical thinking strategies combined with multi media/ICT resources, Art, Music, Physical Education, Library and Indonesian gives us a teaching and learning program which is varied, flexible and designed to meet students' individual needs.

The school values consultation and welcomes feedback, ensuring that the views of students, parents and staff are considered. Strong partnerships between parents and staff are desired and sought. We encourage a high level of parent participation through classroom helpers, volunteers in grounds development, focus groups, School Council membership, fundraising, participation in events such as sport, Bike Education, excursions and social activities.

We offer our 380 students an attractive, safe, spacious and stimulating environment and a successful Out of School Hours Care program with a dedicated facility. Our buildings house a new centre for Prep classes, along with Art and Library facilities. While our Juniors work in a beautiful heritage building, our Middles and Seniors are housed in modern facilities. Team teaching and learning occurs across multiple classes. Four adventure playgrounds provide students of all ages with opportunities for creative and imaginative play. The school has a number of basketball/netball courts and a large grassed oval.

We have 26.38 Equivalent Full Time staff, comprised 2.0 Principal Class, 19.3 Teaching and 5.08 Education Support.

Achievement

Manifold Heights is now into the second year of implementing our Strategic Plan with a particular focus on increasing the learning growth for all students to twelve months or more from an established starting point, across all areas of English and Mathematics. In the past year, achievement scores in English and Mathematics show that we are performing at a higher level than other “like” schools re AusVELS Teacher Judgements. Our results in the NAPLAN show our Yr3 and Yr5 cohorts are performing above the State Mean in Reading, Writing and Mathematics and at a similar level to our comparison schools in all areas. Our SFO is stable at 0.45 with many families continuing to access the support of C.S.E.F. All of 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 Oral Language program supported and challenged our students across a range of activities and curriculum 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 and purposeful feedback, a focus on using data to customize and improve student learning has remained a priority in trying to improve student learning outcomes. Staff have continued to focus on building teacher capacity in teaching numeracy through Professional Development with the Australian Mathematics and Science Institute. A review of our Professional Learning Team processes focused upon building learning growth in both Literacy and Numeracy and targeted a focus on improving outcomes for individual students across all levels of the learning continuum.

Engagement

Manifold Heights Primary School is committed to the provision of a safe, engaging and caring environment and our goal is to provide a positive and engaging learning environment for all students.

Attendance data for 2015 was reported as within the similar range, with four year averages showing we are also in the similar range for attendance. Common reasons for non-attendance include illness and extended family holidays. Our teachers ensure that student absences are followed up, and that students absent from school are supported with their learning during times of illness. The school community is responsive to communications that support improved student attendance.

All staff challenge students in their learning to meet their full potential by supporting them to reflect upon their own data and setting relevant learning goals. Students are provided with the opportunity to showcase their learning in Student Led Conferences held at mid-year.

Embedding an Inquiry approach with additional student voice opportunities engages our students actively with their learning. The use of iPads and notebooks into our programs has created ongoing authentic learning challenges to meet the needs of our students.

Engagement is enhanced through our Student Leadership, Junior School Council and Prep Buddies programs. In 2015, whole school celebrations for Literacy and Numeracy week and Education Week provided students and parents with an opportunity to participate in activities to build stronger connectedness between home and school.

We also utilize a range of extra-curricular activities to support all students to develop their social competencies. These include the Mano Band, a School Singing Group, Dance Troupe, Art competitions, participation in the State School

Spectacular, Bike Education program and the Camps and Excursions Program. We have experienced and passionate Integration Aide Staff who provide a highly supportive program to our students in the Program for Students with Disabilities. At Manifold Heights our students are connected, engaged and motivated to learn.

A transition program for students moving on to the next grade level offers a valuable opportunity to prepare students for the following year at school. To further support the transition of students, our teaching staff participated in a formal handover of student information thus ensuring continuity of support for all students. Four formal orientation sessions for preps commencing in 2014 were undertaken in Term 4, with all of new Preps attending. Our Grade 6 students greatly enjoy their Graduation experience. General feedback from exiting students indicates that they feel well prepared for their transition to Secondary College.

Wellbeing

An engaging curriculum in Literacy, Numeracy, Inquiry, Music, Visual Arts, Indonesian language, Library and Physical Education ensures that all students are experiencing optimal learning opportunities. The school continues to implement a pedagogical approach which ensures consistency of teaching practice and explicit instruction in the key areas of Literacy and Numeracy. An Inquiry approach is implemented for units of study. The P-6 students have opportunities to work in whole class, small group, partner and individual learning situations. They use a variety of learning approaches and incorporate ICT as a learning tool.

The school has a comprehensive orientation program for all students starting in the Prep year. Children spend time in next year's Prep class while parents have the opportunity to engage with teachers, discuss concerns and receive information on school procedures and programs. There is a strong focus on year to year transitions within the school. Opportunities are provided for all students to visit their following year's class and to meet new teachers. This helps to ensure that all students and their families feel comfortable, prepared and fully informed.

The school's website is continually updated to provide a valuable link for communication and engagement. School leaders and teaching teams provide information through a weekly school newsletter, grade level newsletters several times a term and communications via the Skoolbag app and school Facebook page.

Our Year 5 and 6 students Attitudes to School survey data is similar to the median for all Victorian government schools. Results for Student perceptions of safety are slightly lower than our school comparison group. Throughout the year we have introduced and consolidated the introduction of School Wide Positive Behaviour Support. There has been an ongoing focus on the school values which has resulted in a clear sense of purpose and vision with the core values of safety, responsibility and respect guiding the way we interact with each other. These values continue to be celebrated at our Monday student led school assemblies with Student of the Week awards aligned to the SWPBS Matrix.

The students at our school are also well supported by the School Chaplain and the Kids Hope Program.

Productivity

Throughout the year, school resources were effectively managed to deliver the best possible educational experiences and outcomes for all students. The timetable was developed to support teacher team (Prep, Juniors, Middles and Seniors) 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 using an online program (staffPD) within DET guidelines and was a robust process with measurable goals supporting the AIP targets for all Staff – Teaching and Education Support. 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: AMSI Mathematics, Anne Hammond Literacy Consultant, Numeracy teaching with Shane Ezard and SWPBS.

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 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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:

School Profile

Enrolment Profile

A total of 380 students were enrolled at this school in 2015, 189 female and 191 male. There were 4% 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:

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"> English Mathematics <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> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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	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> 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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34%</td> <td>36%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>43%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>66%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>52%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>42%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	36%	30%	Numeracy	43%	43%	15%	Writing	17%	66%	17%	Spelling	31%	52%	17%	Grammar and Punctuation	35%	42%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	34%	36%	30%																							
Numeracy	43%	43%	15%																							
Writing	17%	66%	17%																							
Spelling	31%	52%	17%																							
Grammar and Punctuation	35%	42%	23%																							

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>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. 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="563 824 1042 920"> <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>94 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	94 %	93 %	92 %	94 %	<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 %	94 %	93 %	92 %	94 %										

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: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

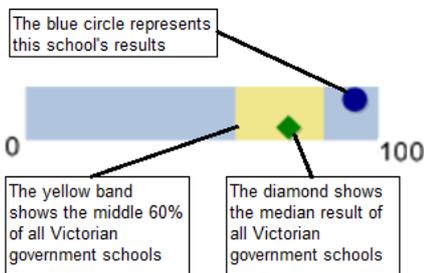
What are student outcomes?

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.

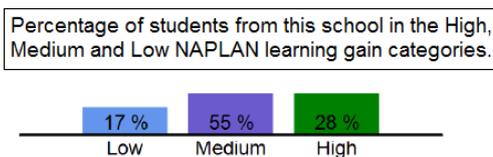
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

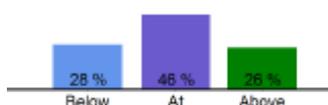


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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* 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.

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, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,413,960	High Yield Investment Account	\$4
Government Provided DET Grants	\$384,797	Official Account	\$233,744
Government Grants Commonwealth	\$5,024	Other Accounts	\$0
Revenue Other	\$18,817	Total Funds Available	\$233,748
Locally Raised Funds	\$163,260		
Total Operating Revenue	\$2,985,858		
Expenditure		Financial Commitments	
Student Resource Package	\$2,385,328	Operating Reserve	\$80,388
Books & Publications	\$11,098	Asset/Equipment Replacement < 12 months	\$42,000
Communication Costs	\$7,086	Maintenance - Buildings/Grounds incl SMS<12 months	\$35,860
Consumables	\$75,703	Revenue Received in Advance	\$11,950
Miscellaneous Expense	\$109,221	Asset/Equipment Replacement > 12 months	\$20,000
Professional Development	\$8,702	Capital - Buildings/Grounds incl SMS>12 months	\$17,844
Property and Equipment Services	\$393,549	Maintenance -Buildings/Grounds incl SMS>12 months	\$25,706
Salaries & Allowances	\$105,476	Total Financial Commitments	\$233,748
Trading & Fundraising	\$18,361		
Utilities	\$19,708		
Total Operating Expenditure	\$3,134,232		
Net Operating Surplus/-Deficit	(\$148,374)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

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.

Financial performance and position commentary

[Insert financial commentary here]