

# 2016 Annual Report to the School Community



School Name: Mountain Gate Primary School

School Number: 4905



Name of School Principal:

Cheryl Sampson

Name of School Council President:

Sharon Blackwood

Date of Endorsement:

15<sup>th</sup> March 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Mountain Gate Primary School is situated in the outer eastern suburb of Ferntree Gully. We are proud of our spacious grounds and contemporary learning spaces – including dedicated Library, Computer Centre, Art room, Music room and Gymnasium.

In 2016 we had an enrolment of 351. Staff comprised 2 Principal Class members, 19.6 teachers and 7 Education Support personnel. The school consisted of 16 classes as follows: 3 x Foundation, 3 x Yr. 1, 2 x Yr. 2, 2 x Yr. 3, 2 x Yr. 4, 2 x Yr. 5 and 2 x Yr. 6.

At Mountain Gate we are committed to building excellence in education by providing outstanding learning opportunities for every child. We know that all children are not the same and that's why we offer a broad curriculum with focused teaching targeting individual needs and extensive extra-curricular activities. All students were exposed to a range of learning activities and environments. These included camps for Years 4-6, a variety of House Sports carnivals, Gymnastics, Swimming, Dance, Bike Education, Student Leadership Program, Hands on Science, World of Maths and many more.

Our professional and highly qualified teachers are excited by the challenges of a modern school education and passionate about providing skills and experiences that encourage each child to aim high and achieve personal success. We develop high self-esteem, optimism and a commitment to personal excellence.

A safe and caring school culture is created and sustained by the students, teachers and whole school community through the Kids Matter program and the Tribes Agreements: This, coupled with the You Can Do It program, provides the basis for daily life at school.

We are dedicated to providing an education within a challenging, enriching and supportive learning environment; developing confident, resilient and articulate students who have the skills, knowledge and values needed to shape their future and contribute meaningfully to the world. MGPS meets all threshold standards.

*Go Gaters – Gater Kids are Great Kids!*

### Framework for Improving Student Outcomes (FISO)

Our Strategic Plan goals are to achieve demonstrated learning growth for every student across the curriculum with a focus on English and Mathematics and to strengthen teacher capacity for high quality and targeted instructional practice that has high impact on student growth

Through a comprehensive whole school approach to professional learning our Staff worked industriously to further develop and refine their teaching practice in alignment with ATSIL and DET in order to improve student outcomes. In 2016 we continued embedding our whole school approach to Reading and Writing. This unified approach which also takes into consideration differentiated practice to meet student needs has been extremely successful. We introduced an Inquiry based model of learning and teaching and developed a new Scope and Sequence to align with the Victorian Curriculum.

The school Student Assessment Schedule has been refined and the introduction of PAT combined with a range of other teacher assessments are used to inform student achievement and drive learning and teaching. MGPS has been an active member of a local FISO network with a focus on developing best practice in teaching Maths and developing teacher skills in analyzing data.

### Achievement

Teacher judgements are consistent with Victorian schools and data from the National Assessment Program (NAPLAN) is strong. In 2016 Grade 3 level average was higher in Literacy and Numeracy than similar schools and all schools. Results over a four year average area are also higher. Grade 5 results are similar to the median for similar schools and all schools, with the four year average at Grade 5 being similar to the median for all Victorian government schools. Individual relative gain shows an increase in students making growth in learning and as always we are conscious of the need to ensure all students continue to make individual relative gain. Individual programs for students funded under the PSD have been very successful.

#### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these



## Engagement

Student attendance is positive and comparable to similar schools with F- 6 average attendance of 93.5%.and has remained similar to this for the past 4 years.

A school wide expectation that it is '*not ok to stay away*' coupled with a stimulating curriculum and a reward certificate for 100% attendance each term, promotes the value of attending school and keeps absences relatively low. Attendance is also promoted through information sessions and newsletter articles.

Student attendance is always monitored and significant absenteeism concerns are always followed up with families.

The Attitudes to School is similar to the state and teachers undertook focus discussion groups with students to gain further information about the attitudes of students. An excellent score of 6.16 for student engagement (scale of 1 the lowest and 7 the highest) and student connectedness at 4.5 (scale 1 to 5) on the 2016 Student Attitudes to School Survey is comparable to all schools in the State and indicates that Grade 5 & 6 students are happy and engaged with their learning at school.

## Wellbeing

Student wellbeing is integral to the learning process and at Mountain Gate student wellbeing is a priority. The Mountain Gate definition of student wellbeing is a holistic one and encompasses physical, social, emotional, and cognitive development.

Students learn a set of collaborative skills so they can work well together in long-term groups – Tribes. Each term special multi-age Tribes activities are organized with a focus on how to help each other, set goals, solve problems and celebrate being a Gater.

Student perception of safety is 4.5 (Scale 1 -5)) and student morale at 5.77 (Scale 1 -6) are comparable to state averages. Clear and well defined classroom expectations underpin the positive classroom providing a supportive and comfortable learning environment.

For more detailed information regarding our school please visit our website at  
[[mountaingateps.vic.edu.au](http://mountaingateps.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 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.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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:

<b>School Profile</b>	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 351 students were enrolled at this school in 2016, 164 female and 187 male. There were 6% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</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	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></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><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>20%</td> <td>65%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>57%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>72%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>54%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>44%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	65%	15%	Numeracy	26%	57%	17%	Writing	15%	72%	13%	Spelling	36%	54%	10%	Grammar and Punctuation	38%	44%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1043 913"> <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>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	94 %	93 %	92 %	94 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	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><b>Students Attitudes to School - Connectedness 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

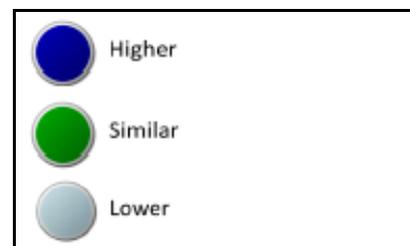
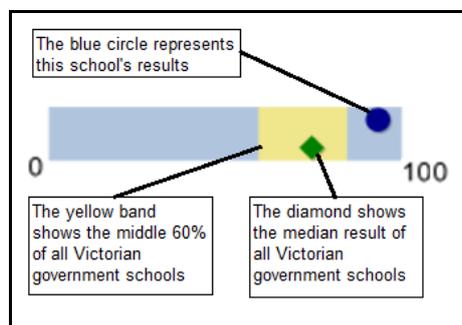
## What are student outcomes?

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, P-12 and specialist schools, 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.

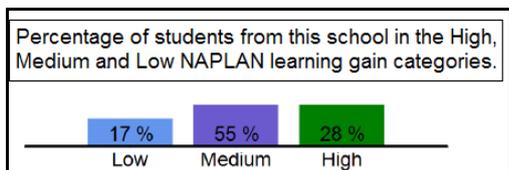
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## 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 and position commentary

The Financial Report is consistent with the school's Operating Statement, Balance Sheet and Financial Commitment Summary. Finishing the year with a Net Operating Surplus was pleasing given the fact that we had a large air conditioning bill (approximately \$70,000) for the air conditioners in the Administration and 3/4 classroom buildings. We continued to fund the Reading Eggs, Mathematics and DIPL programs, all of which provide valuable additional resources for our curriculum program. Once again, the Parents, Teachers and Friends Association has been active throughout the year, raising \$25,520 to supplement the school budget.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,608,406
Government Provided DET Grants	\$314,934
Revenue Other	\$9,202
Locally Raised Funds	\$222,820
<b>Total Operating Revenue</b>	<b>\$3,155,362</b>

Expenditure	
Student Resource Package	\$2,393,620
Books & Publications	\$1,075
Communication Costs	\$3,665
Consumables	\$75,735
Miscellaneous Expense	\$132,809
Professional Development	\$7,079
Property and Equipment Services	\$224,102
Salaries & Allowances	\$83,422
Trading & Fundraising	\$43,755
Utilities	\$29,929

**Total Operating Expenditure**      **\$2,995,192**

**Net Operating Surplus/-Deficit**      **\$160,169**

**Asset Acquisitions**      **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$225,233
Official Account	\$9,909
<b>Total Funds Available</b>	<b>\$235,142</b>

Financial Commitments	
Operating Reserve	\$82,227
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$20,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$30,000
Revenue Received in Advance	\$33,000
School Based Programs	\$20,000
Other recurrent expenditure	\$14,915
Maintenance -Buildings/Grounds incl SMS>12 months	\$25,000
<b>Total Financial Commitments</b>	<b>\$235,142</b>

Student Resource Package Expenditure figures are as of 06 March 2017 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.**