

2018 Annual Report to The School Community



School Name: Mountain Gate Primary School (4905)



- 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 18 March 2019 at 03:05 PM by Cheryl Sampson
(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 23 April 2019 at 01:55 PM by Miriam Zwarts
(School Council President)

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 2018 we had an enrollment of 389 students. Staff comprised 2 Principal Class members, 21.4 teachers and 8 Education Support personnel. The school consisted of 18 classes as follows: 3 x Foundation, 3 x Yr. 1, 3 x Yr. 2, 3 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. Use of ICT is incorporated into daily practice as appropriate. There are desk top computers, notebooks and iPads in all classrooms and in addition to this all classes have timetabled access to the Computer Lab. Whilst our focus is Maths and English, all students are exposed to a range of learning activities and environments, including camps for Years 4-6, incursions and excursions, a variety of House and Sports carnivals, Gymnastics, Swimming, Dance, Bike Education, Student Leadership Program, Public Speaking, Art and Music.

A safe and caring school culture is created and sustained by the students, teachers and whole school community through the Kids Matter and the Tribes Program: This, coupled with the You Can Do It program, provides the basis for daily life at school. We strive to develop high self-esteem, optimism and a commitment to personal excellence.

Our families' commitment to Mountain Gate helps us to provide a well-supported and resourced learning environment. Our PTFA and School Council are a powerful example of the wonderful relationships that have been established and maintained over many years. The DET Parent Survey supports this with positive parent satisfaction at 92.1%.

At Mountain Gate Primary School we constantly reflect on our performance, learning and teaching programs and the wellbeing of our students. All staff have a positive, professional attitude and are committed to engaging in an ongoing improvement process to ensure that the needs of our students and community are addressed.

Go Gaters – I Belong to the Gater Tribe!

Framework for Improving Student Outcomes (FISO)

In 2018, our AIP priority areas related to Excellence in Teaching and Learning. 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 with a Maths Consultant, our Staff worked to further develop and refine their teaching practice in Mathematics.

In 2018 we continued embedding our whole school approach to the teaching of Maths - developing best practice in what a Maths lesson should look like, analysing data and how to provide for differentiated instruction. We commenced work on developing a whole school Scope and Sequence for Maths and developed a common planner for lessons. We also participated in a Knox Network FISO

Teachers also spent time during their Professional Practice Days to work in their class levels with the Maths Consultant to define level appropriate teaching practice and planning. This unified approach in delivering Maths has been extremely successful and has had a positive impact on individual teaching performance and student learning gain.

Achievement

As a community we are proud of our results. Overall for 2018 teacher judgements are consistent with similar Victorian schools and data from the National Assessment Program (NAPLAN) is excellent. When compared to similar schools and the state, in 2018 Grade 3 students in the top 3 bands of testing in numeracy and reading was higher Likewise when compared to other schools, results over a four year average were higher. In 2018 Grade 5 reading results were higher when compared to the median for similar schools and all schools, and the four year average was also higher. In numeracy the 4 year average was similar.

Individual relative gain shows students are consistently making growth in learning in reading and numeracy with excellent (52.2%) high learning gain being made in writing. This perhaps reflects the strong focus that has been given to this domain over recent years. 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 with students demonstrating progress in achieving their individual goals.

Targeted professional learning, mentoring and peer observation for teachers in reading, writing and numeracy, combined with close monitoring of student learning has contributed to positive student learning outcomes..

Engagement

High levels of student attendance is critical to improved learning growth. This is emphasized within our community utilizing a school wide expectation that it is 'not ok to stay away' with student attendance always monitored and significant absenteeism concerns always followed up via phone calls, letters and discussions with families. Individual student attendance is reported in June and December School Reports with high attendance acknowledged. When considered necessary an individual plan for improving attendance is put in place.

Student attendance was excellent with average student absences less than the state for 2018 - 11.7 days compared to 15.1 and our 4 year average was also very good with 12.6 absence days compared to 15.2 for Vic.

The 2018 Student Attitudes to School Survey indicates that Grade 4 5 & 6 students are happy and engaged with their learning at school:

My teacher tells us what we are learning and why 96%

My teacher asks questions to check that we understand 95%

My teacher asks me questions that challenge my thinking 91%

Wellbeing

Student wellbeing is integral to the learning process and at Mountain Gate it is considered a priority. 2018 Survey Student Attitude to School Connectedness (Sense of belonging) results were extremely positive and well above similar schools and the state with the following overall results for students from Grades 4 – 6 being:

I feel proud about being a student at this school 95%

I am happy to be at this school 96%

I feel like I belong at this school 93%

Likewise student perceptions of safety and management of bullying were also extremely positive and above similar schools and all schools with responses being:

I feel safe at this school 96%

This school deals fairly with bullying problems 94%

Through our Tribes Agreements, Students learn a set of collaborative skills so they can work and socialise well together with a focus on how to help each other, set goals, solve problems and celebrate being a Gater. Clear and well defined school expectations underpin a positive classroom providing a supportive and comfortable learning environment.

Financial performance and position

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 made many improvements to the school during the year including the installation of a large shade structure over a section of the junior playground. We also purchased new split air conditioner systems and interactive whiteboards. We continued to fund the Reading Eggs, Mathletics and DIPL programs, all of which provide valuable additional resources for our curriculum program. We received \$8,825 in 'Schools Targeted Funding CRT Reimbursement' for Modules 1 – 5 and 6 – 8, and also \$71,905 in Equity Funding which was used for assessment, purchasing resources and professional learning. Our computer and photocopier leases mean we can continue to provide the most up to date equipment for our students. Once again, the Parents, Teachers and Friends Association was active throughout the year, raising \$25,232 to supplement the school budget.

For more detailed information regarding our school please visit our website at
<https://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 387 students were enrolled at this school in 2018, 190 female and 197 male.

9 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</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 Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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>● Higher</p> <p>● Higher</p> <p>● Higher</p> <p>● Higher</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>● Higher</p> <p>● Higher</p> <p>● Similar</p> <p>● Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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> <th>School Results</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>12%</td> <td>65%</td> <td>23%</td> <td>65%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>47%</td> <td>28%</td> <td>47%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>36%</td> <td>52%</td> <td>36%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>56%</td> <td>23%</td> <td>56%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>53%</td> <td>26%</td> <td>53%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Results	Reading	12%	65%	23%	65%	Numeracy	26%	47%	28%	47%	Writing	12%	36%	52%	36%	Spelling	21%	56%	23%	56%	Grammar and Punctuation	21%	53%	26%	53%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High	School Results																												
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p>School Comparison 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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 999"> <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>95 %</td> <td>95 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	95 %	95 %	94 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	95 %	95 %	94 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$2,992,314
Government Provided DET Grants	\$402,892
Revenue Other	\$26,769
Locally Raised Funds	\$252,388
Total Operating Revenue	\$3,674,363

Funds Available	Actual
High Yield Investment Account	\$226,095
Official Account	\$15,981
Total Funds Available	\$242,076

Equity ¹	
Equity (Social Disadvantage)	\$71,905
Equity Total	\$71,905

Expenditure	
Student Resource Package ²	\$2,731,517
Books & Publications	\$1,845
Communication Costs	\$3,237
Consumables	\$80,440
Miscellaneous Expense ³	\$246,313
Professional Development	\$10,623
Property and Equipment Services	\$148,419
Salaries & Allowances ⁴	\$54,527
Trading & Fundraising	\$51,052
Utilities	\$33,232

Financial Commitments	
Operating Reserve	\$94,618
Funds Received in Advance	\$9,008
School Based Programs	\$8,000
Funds for Committees/Shared Arrangements	\$10,450
Asset/Equipment Replacement < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$20,000
Total Financial Commitments	\$242,076

Total Operating Expenditure \$3,361,204

Net Operating Surplus/-Deficit \$313,158

Asset Acquisitions \$0

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 15 March 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
- 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)
- 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.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' 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 their first 11 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').