![Victoria State Government Education and Training logo]

2015 Annual Report to the School Community

Mandama Primary School

School Number: 5185

Name of School Principal: Marina Keegan

Name of School Council President: Dan Nichols

Date of Endorsement: April 30th 2016.

About Our School

School Context

Mandama Primary School is located in Grovedale in the southern suburban area of Geelong in the midst of an extensive residential area which in 2015 drew an enrolment of 454 students. The school has 19 classes with 3 classes at each level except in Yrs 1/2 and Yr 4/5 where we have 5 multi-aged classes. The school has 38.09 equivalent full time staff, comprising of the Principal, Assistant Principal, 2 Leading Teachers who are part of 26.9 teaching staff, comprising of 21 classroom teachers, 3 specialist teachers implementing Visual Arts, Performing Arts/Music, Italian and Physical Education, and 2 Reading Recovery teachers. The Education Support Staff comprises of 9 classroom support staff, 1 Library staff member, and 3 administration staff. Mandama families also benefit from the pastoral care provided by the Student Welfare Program. The school has 2 Technical Support Staff, an Out of School Hours Coordinator, and a Maintenance/Gardener. The staff work hard to provide a teaching pedagogy reflective of 21st century designs including ICT rich environments and personalized learning for every student. Our curriculum is delivered in a positive, stimulating and challenging environment where every child experiences success and is supported to develop a love of life-long learning, following the Mandama Motto of '**Learning for Life**". The students explore their world through inquiry based learning to become thinking, informed, resilient and self-directed learners who are able to be the best they can be and contribute actively to their community. The effective teaching of English and Mathematics is recognized as the foundation to successful learning and is a key aspect of teaching throughout the day.

Partnerships

Mandama Primary School (MPS) is part of the Barwon South Network and values professional support afforded by the School Support Officers of the Network. We value our partnership with Drysdale and Leopold Primary Schools in implementing Cluster Excellence Projects, Grovedale Baptist Church with the Kids Hope Program and Deakin University with a Science program. These are highly valued, as is the ongoing partnership that the school has with Grovedale College.

We will continue to work hard to strengthen partnerships with our parents/carers aiming to improve the parent satisfaction level in our school. MPS has a supportive School Council and willingly embraces parent/carer helpers volunteering to assist with classroom learning support programs, sports programs and other school events.

Achievement

Our school's *School comparison* data for English and Mathematics, which takes into account the characteristics of our students, demonstrates that our school continues to deliver positive performance. Our achievements place our school at either equal to or above state median, and when compared with similar schools a 'similar' performance was awarded. Our Year 3 and 5 performance for NAPLAN place Reading and Numeracy results above the median of all Victorian government schools with a slight increase on 2014 results. The number of students showing growth between Yrs 3 to 5 has increased across all areas demonstrating the 'value add" the school is providing. All Program for Students with a Disability students showed progress at, or above, in achieving their individual goals.

A positive 2015 academic performance can be directly attributed to teacher professionalism and teaching quality, as our school focused on building teacher capacity and skill to develop greater comprehension, inquiry, personal opinion and reflection through goal setting and conferencing. Our Professional Learning Team structure requires all staff to actively participate in a collaborative learning culture in the areas of English, Mathematics and ICT.

Engagement

The school comparison measures show that our school is doing exceptionally well and has a higher performance in school attendance. Families are to be congratulated on the value they place on education and the resilience that is fostered within their child to attend school and build connections with all. Attendance at school is continually monitored and non-attendance issues are followed up by the Student Wellbeing Team.

In 2015 the commitment of our classroom teachers, Welfare Officer, Network staff, ES staff and Leadership Team ensured open communication and partnering with our parents/carers to highlight the importance of high attendance and support where necessary. 'Every Day Counts' was promoted throughout 2015.

The school is proud of the evidenced increase in engagement through the one-to-one iPad Program implemented in Year 4. Now in its second year, the program has been fully supported by all parent/carers across the Year level and will become a fixture at our school.

We pride ourselves on a comprehensive Transition Program for our Prep intake ensuring these children are 'school ready'. Year round collaborative transition programs with our secondary schools prepare our students well for their

schooling beyond Mandama.

Sporting success continues to be evident at Mandama, with many students going on to represent our school at District and State level. The success of the boys baseball team was a highlight in 2015.

Mandama's Got Talent provides opportunities for students to showcase their Performing Arts/Music skills to our school community and continues to gain huge support across the school with both students and parents.

Wellbeing

Student Leadership and Student Voice is an integral part of our school. The many positions of leadership the students have such as school captains, house captains, school ambassadors, technology, environment, friendship, library, arts, safety and sports leaders develops leadership, confidence, interpersonal and organizational skills. Student Voice representatives are given many opportunities to provide input into school improvements and community awareness and concern for local and global priorities.

A huge range of extra-curricular activities from Years P-6 complement our student learning programs to further enhance student engagement and wellbeing including Yr 2-6 Camping program, many sporting events, excursions and incursions.

Our Buddy program (new Preps matched with a Yr 5 buddy) allowed our Preps to successfully commence their school life with support. The Passive Playroom gave students a place to play indoors when they were feeling unsure or simply wanted to play and meet new friends.

The Bully Stoppers Program continued with education programs on recognising types of bullying, cyberbullying, speaking up and standing up for each other, being the focus. Mandama become an eSmart accredited school. The school has committed to a Bully Stoppers School Pledge, read at each school assembly by our school captains. Wristbands depicting our 5 school values of Respect, Responsibility, Kindness, Honesty and Pride, are awarded to students who consistently strive for and demonstrate our Mandama values.

A review of our whole school practices of Behaviour Management continued with the engagement of the REAL Schools organization providing professional development to staff and information session to parents. Drummond Street Family service also provided valuable support to our parents with information session around children with anxiety, and how to build resilience in our students. These areas of development will continue into 2016.

Productivity

There are many positive features of this school which meet expectations and provide a strong education to its students. This year the school newly appointed Principal began after many leadership changes over the past five years. Relationships with stakeholders such as the pre-schools, secondary providers, local community, network and region are positive and conducive to the learning community. New Communities of Practice with neighboring schools began to be formed and will continue strongly into 2016. This has contributed positively to the educational experiences available to students and staff. MPS is a well-resourced school and evidence suggests that the available resources are being directed appropriately towards school priorities. The school continues to work hard to manage its work force plan in an effort to remain in surplus, including the integration of part time and returning staff members.

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 454 students were enrolled at this school in 2015, 224 female and 230 male.
There were 2% of EAL (English as an Additional Language) students and 3% 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.

low	low-mid	mid	mid-high	high

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

Achievement	Student Outcomes	School Comparison
Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English 0 ▬▬▬▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬▬▬▬ 100	● Similar ● Higher
Towards Foundation Level AusVELS Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D). Data will not be displayed where less than 10 student assessments were provided.	**English** No Data Available **Mathematics** No Data Available	Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

Achievement	Student Outcomes	School Comparison

NAPLAN Year 3

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

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

Results: Reading

0 — 100

Similar

Results: Reading (4-year average)

0 — 100

Similar

Results: Numeracy

0 — 100

Similar

Results: Numeracy (4-year average)

0 — 100
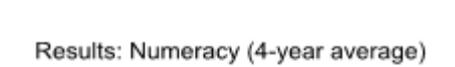
Similar

NAPLAN Year 5

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

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

Results: Reading
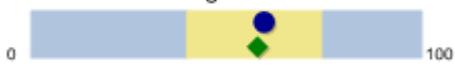
0 — 100

Similar

Results: Reading (4-year average)

0 — 100

Similar

Results: Numeracy

0 — 100

Similar

Results: Numeracy (4-year average)

0 — 100

Similar

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
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 25 % Low — 55 % Medium — 21 % High **Numeracy** 25 % Low — 62 % Medium — 13 % High **Writing** 22 % Low — 43 % Medium — 35 % High **Spelling** 36 % Low — 42 % Medium — 22 % High **Grammar and Punctuation** 33 % Low — 36 % Medium — 31 % High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2015 attendance rate by year level:

Results: 2015

Results: 2012 - 2015 (4-year average)

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	94 %	93 %	92 %	95 %	93 %	93 %

⬤ Similar (green)

⬤ Higher (blue)

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
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2015 Results: 2012 - 2015 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2015 Results: 2012 - 2015 (4-year average)	Similar Similar

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.

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all 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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

| 17 % | 55 % | 28 % |
| Low | Medium | High |

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.

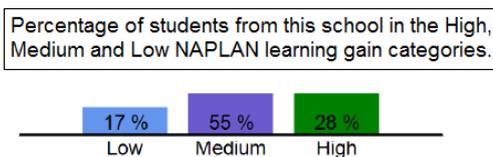| 28 % | 46 % | 26 % |
| Below | At | Above |

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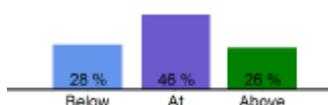
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

Higher

Similar

Lower

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
Student Resource Package	$3,234,407
Government Provided DE&T Grants	$330,448
Government Grants Commonwealth	$108,210
Revenue Other	$32,977
Locally Raised Funds	$309,926
Total Operating Revenue	**$4,015,968**

Funds Available	Actual
High Yield Investment Account	$140,935
Official Account	$28,208
Other Accounts	$530,044
Total Funds Available	**$699,187**

Expenditure	
Student Resource Package	$3,076,280
Books & Publications	$15,548
Communication Costs	$7,045
Consumables	$58,918
Miscellaneous Expense	$204,180
Professional Development	$17,018
Property and Equipment Services	$176,822
Salaries & Allowances	$188,183
Trading & Fundraising	$65,628
Utilities	$23,317

Financial Commitments	
Operating Reserve	$113,757
Asset/Equipment Replacement < 12 months	$20,000
Capital - Buildings/Grounds incl SMS<12 months	$21,200
Maintenance - Buildings/Grounds incl SMS<12 months	$25,000
Revenue Receipted in Advance	$45,896
School Based Programs	$200,000
Repayable to DEECD	$4,900
Other recurrent expenditure	$190,000
Maintenance -Buildings/Grounds incl SMS>12 months	$38,433
Asset/Equipment Replacement >12 months	$40,000
Total Financial Commitments	**$585,429**

Total Operating Expenditure	**$3,832,939**

Net Operating Surplus/-Deficit	**$183,029**
Asset Acquisitions	**$44,456**

Student Resource Package Expenditure figures are as of 04 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

The Net Operating Surplus is in preparation for a potential deficit situation in the years to come with an enrolment decline and top of the scale staffing returning. The SRP carried a surplus due to long term leave, acting roles at other schools with Graduate replacements. Commonwealth Grants received were higher due to Before/After School Grants with an increased enrolment in OSHC.
We received $6000 in Department Maintenance Grants to renovate Relocatable Mod 5 toilets. The cash grants increased by approximately $20,000 due to short term leave replacements.
Before/after school care revenue increased significantly due to higher usage of the program in 2015.