

2016 Annual Report to the School Community



School Name: Manchester Primary School

School Number: 5009



Name of School Principal:	Peter Jenkins _____
Name of School Council President:	Nila Blennerhassett _____
Date of Endorsement:	28-3-17 _____

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 - 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

The school was funded on 351 students, with our Student Family Occupation (SFO) at .57. DET introduced a new variable to our Family Occupation data and included the parent's educational (E) level as a factor. Manchester's SFOE is listed at 0.48.

Our EAL student population rose to above 40, with a large % made up of Burmese students.

The school staffing restructure dominated our staffing landscape for 2016. The injection of late Gonski Funding enabled us to restructure our leadership team through the introduction of a Leading Teacher. Advertising leadership positions saw Ms Svirak appointed to our Assistant Principal role. Ms Adgemis was appointed to the Leading Teacher role and a refocus of our AIP to target Literacy and Numeracy results was implemented. We were forced to again restructure our leadership team during semester 2 when Ms Adgemis won an Expression of Interest for an Acting Principal role at Coldstream Primary. Ms Fenton won an Expression of Interest for the Acting Leading Teacher Role.

The school had a 17 grade structure with average class sizes of 20.

Planned building works continued to stall throughout the year. Finally the project was put out to tender in November and AusBuild was appointed to the tender in December. Tenders came in on a positive side for extended works to block A.

The introduction of Sentral as our school Data Management System was a key for student tracking and the schools ability to accurately report to the school community. Sentral as a reporting tool was well received by both staff and parents.

Framework for Improving Student Outcomes (FISO)

Our 2016 FISO initiative focused around documenting our School Instructional Model. Targeting the Strategic Plan Goal: *Increase the capacity of the school to function as a strategic organization* saw a focus on connecting Professional Learning to whole school focus. This included six staff working with Deakin University in a DET initiative, action research into the effects of team teaching. This had a positive impact on the school working across levels to share the benefits of collaborative practices across the school. This fed directly into the creation of the Collaborative Practices component of the Instructional Model.

Three staff completed the Literacy Leaders program offered through Bastow. This had an immediate effect to our Literacy delivery of a whole school Reading approach. The introduction of Independent Reading connected our reading approach to the WLA ideal of individualized teaching through teacher conferences and students selecting Good Fit books. The Literacy Leaders lead Professional Learning sessions throughout second semester and were instrumental in the Literacy component of our Instructional Model.

2016 saw DET data sets become far more in depth. Our leadership team participated in a number of data analysis professional learnings. This included staff, student and parent survey results and ways to utilize the results to set targets for improvement. This data was utilised with staff to establish the Wellbeing component of the Instructional model formalizing the structure of our communication tree and areas of responsibilities.

Achievement

2016 results were again dominated by strong results in our Level 3 NAPLAN reading and writing results. Data sets tracking data from Foundation to year three confirm the growth. Online assessments conducted in prep in 2013 showed up to 80% of students working towards a foundation level in reading and writing. NAPLAN results in 2016 showed that of this same group of students 90% of students were assessed at or above expected Level 3 Band level, including 40% in the top two bands.

Our Level 5 reading data continues to be strong which reflects the school focus on the importance of reading. However the growth data continues to mirror our four year trend data which shows a decline from our exceptional growth rates to year 3. This was an impetus for a change in focus of the school leadership structure, with a focus on teaching and learning program from level 3 – 6 to accommodate the change in assessment of learning from direct teaching to inferential application. This relies on accurate tracking of students and targeted teaching for each student's zone of proximal development.

2016 saw the introduction of level 5 – 7 relative growth data. Initial data sets were positive and show a positive change in the student relative growth in this area.

Curriculum Framework implemented in 2016

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

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



Engagement

Transitioning from Grade Expert to Sentral as our reporting package saw staff working on the transformation of what and how we are reporting. The alignment of the MPS continuum tracker saw breaking down AusVels into student centered, parent friendly achievement statements. Tracking and reporting against these standards resulted in very accurate tracking of student achievement. It saw an alignment of reporting against what students had achieved, what they are working on and what their targets are. This was related to parents through reports and parent teacher conferences.

2016 was a school production year. This year's production Manchester Tours the World, linked Global perspectives with the Olympic inspired conclusion. It was an extremely uniting experience highlighting the support of the School Council to the school community. Our Parents attitudes to school survey results reflected the change in leadership that occurred this year. It highlights the close connectedness between the school community and staff that has existed for extended periods of time. Such a change is always felt personally, but with a commitment to focusing on student improvement will have positive long term benefits.

Wellbeing

Our student's attitudes to school results continue to be in the top percentiles across all areas of the survey. This is a true reflection of the calmness and connectedness of our classrooms and the relationships that exist between teachers and students. The care, compassion and commitment of our teachers for the development of the whole child is a hallmark of our teaching and learning program.

The strength of our Wellbeing Program being imbedded in our teaching and learning program remains a key focal point to Manchester's continued success. The strength of relationships fostered through our Focus Child rosters ensures students are tracked individually against the developmental curriculum. Supporting the student's emotional and social needs enhances their ability to grow academically.

A focus on documenting our WLA and our Collaborative Practice has led to staff collective understanding of our teaching and learning process from Foundation to Level 6. Ensuring consistency of student centered learning and combining expertise of staff, sees experienced staff supporting new staff into the school. This ensures the induction process for new staff is also imbedded in our teaching and learning process.

Staff survey results saw a growth in positive responses. Although still below state averages a collective focus on a whole school approach has seen a positive impact on changes that occurred at the beginning of the year. Engaging with an external assessor into staff health has provided a focus for change to staff professional practice for 2017.

For more detailed information regarding our school please visit our website at
www.manchesterps.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:

School Profile	
<p>Enrolment Profile</p> <p>A total of 351 students were enrolled at this school in 2016, 157 female and 194 male. There were 13% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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"> English Mathematics <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>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> 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> Lower</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;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>46%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>46%</td> <td>29%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>43%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>46%</td> <td>29%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>39%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	46%	14%	Numeracy	46%	29%	25%	Writing	39%	43%	18%	Spelling	46%	29%	25%	Grammar and Punctuation	29%	39%	32%	<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>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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 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>93 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	92 %	94 %	94 %	92 %	90 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	92 %	94 %	94 %	92 %	90 %										



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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

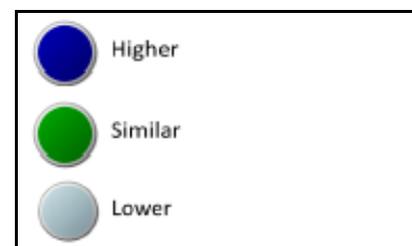
What are student outcomes?

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

2016 saw an investment of Gonski funding into the SRP. The additional SRP funding was split between investment into extra staffing resources, physical assets and training. The school finished the year with a surplus. This was a combination of staffing changes working financially in our favour, due to our Leading Teacher leaving for an acting higher duties role being backfilled by a teaching class position and an injection of funds associated with the merger of Barnegeong Reserve Kindergarten and the school. This saw a the bank accounts of the kinder come into the schools accounts. The other major factor was planned maintenance works and renewing classroom furniture, have been put off due to the pending start of our building refurbishment works. We have an additional \$200000 targeted to supplement the current building works which are due to begin January 2017.

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

Revenue	Actual
Student Resource Package	\$2,737,197
Government Provided DET Grants	\$552,228
Government Grants Commonwealth	\$81,266
Government Grants State	\$1,200
Revenue Other	\$140,849
Locally Raised Funds	\$404,800
Total Operating Revenue	\$3,917,542

Expenditure	
Student Resource Package	\$2,605,773
Books & Publications	\$6,245
Communication Costs	\$6,173
Consumables	\$69,642
Miscellaneous Expense	\$193,924
Professional Development	\$16,556
Property and Equipment Services	\$188,377
Salaries & Allowances	\$318,365
Trading & Fundraising	\$67,198
Utilities	\$28,721

Total Operating Expenditure **\$3,500,975**

Net Operating Surplus/-Deficit **\$416,567**

Asset Acquisitions **\$107,768**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$241,224
Official Account	\$41,707
Other Accounts	\$614,567
Total Funds Available	\$897,499

Financial Commitments	
Operating Reserve	\$141,734
Asset/Equipment Replacement < 12 months	\$81,000
Capital - Buildings/Grounds incl SMS<12 months	\$200,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$262,951
Revenue Received in Advance	\$52,561
School Based Programs	\$120,159
Provision Accounts	\$3,651
Other recurrent expenditure	\$35,442
Total Financial Commitments	\$897,499

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.