2013 Annual Report to the School Community

Mansfield Primary School
School Number: 1112

Name of School Principal: Paul Volfinger

Name of School Council President: Nicola Beareyman

Date of Endorsement: 24/03/2014

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 set down 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 minimum standard 2.1 ‘Student enrolment numbers’ and/or 3.1 ‘Curriculum framework – languages program’ until 31 December 2013.
Mansfield Primary School is located in the Mansfield Shire, 200km from Melbourne with a student population of 275 in 2013. Approximately 130 students travel to school by bus with the remainder living in or around the township. The school runs an additional campus on Mt Buller during term 3 each year. Students come to the Mt Buller Campus from all over Australia and include children of staff working on the mountain and those who are either holidaying or permanently on the mountain during winter. There are three classes conducted at the Mt Buller campus during term three, with the first of three staff members arriving and opening the campus on the first school day after the Queen’s birthday weekend. The school staff on Mt Buller live and work on the mountain.

Our school families are engaged in a range of occupations including farming and agriculture, tourism, small businesses and various other trades and services in and around the Mansfield Shire. Our school family occupation index of 0.43, places us in the medium to high range for schools. In reality, this means we are neither an impoverished nor affluent school, plotted against other government schools we are similar to the average. The school is a member of the High Country Cluster of schools including Merrijig PS, Jamieson PS and Mansfield Secondary College. The schools share professional learning opportunities and meet as a collegiate group. The school maintains a strong link with the local Mansfield pre-school as well as other schools, early childhood services and community organisations, including the Mansfield Shire. Parents play an active and vital role in the school supporting programs and school activities. We also have a large “army” of local community volunteers. A vibrant School Council oversees all aspects of the school and works in harmony with staff, the Principal and the broader community to support the school’s goals and targets for improvement.

Student engagement and well-being is supported by a School Wide Positive Behaviours in Schools (SWPBSIS) program under the “banner” of our Triple R theme, which is also predominant in the surrounding cluster schools. Respect for self, others and environment underpins everything we do in the school. A school funded Student Welfare Coordinator manages day to day support for teachers, students and parents and is also supported by regular visits from a Student School Support Officer from North East Victoria Region and other associated child health professionals. The Student Welfare Coordinator works in a collaborative manner with the Mansfield Shire and we are active members of the Better Communities for Children Leadership Network which synthesises whole of community support to local children and families.

The school is organised into professional learning teams with each team lead by an experienced teacher. The school has 21.1 equivalent full time staff, including a Principal, Assistant Principal, 16.4 EFT classroom teachers, 1.6 EFT Education support staff and 1.5 EFT integration aides and a School Chaplain.

Visual Arts (Art), Performing Arts (Music) and Physical Education form our specialist teaching program. The school will be introducing a Language study in 2015. ICT infrastructure including interactive whiteboards, Laptops, iPads and other learning technologies support the teaching and learning programs across the school. A large new teaching and learning space called “The Nobian” hosts our Performing Arts program and School Assemblies and is shared with our local community. Private instrumental music providers also support our extensive music and performing arts program. The old St John’s building is used for PMP, some Science activities and other school and community functions. A large undercover area is ideal for shaded lessons in Physical Education and our well equipped art room with several “potter’s wheels” enables students to produce an array of colourful and creative art pieces. Our school works with a local “Artist in residence” each year.

The school’s NAPLAN data sets in Literacy and Numeracy have shown improvement, especially in Literacy but more so at Year 3 level. Further work needs to occur at Year 5 where gains have not yet been as consistent nor sustained. Teacher judgements against the new Australian curriculum standards are still developing and will take time to be successfully embedded into whole school assessment practices. The school was reviewed in 2012 and now has a clear four year strategic plan which focuses on Literacy and Numeracy acquisition for all students. Students below the National Benchmark in either Literacy and Numeracy, are expected to have a tailored Individual Learning Improvement Plan (ILP) as are those students more than one learning level above.

In 2013 the school commenced an exciting new program called, School to Summit (S2S) which brings together a number of school based programs focused on further enhancing a positive school climate as well as building greater student cohesion and resilience. In 2013 the school received a NAB Schools First Award which was due recognition of this exciting new curriculum innovation. Similarly, S2S provides a range of activities and challenges that explore our own local environment and context. The school partners in our S2S program are Mt Buller/Mt Stirling Resort Management Board, Active Mansfield, Up2Us Landcare and La Trobe University Outdoor Education Faculty.

School staff are engaged in implementation of the North East Victoria Regions’ classroom teaching techniques and meet regularly for shared professional learning. We are active participants in the NEV Region High Country cluster of schools and wherever possible staff attend external professional development. Staff meet in both teams and as a whole and attend fortnightly professional learning meetings and staff meetings. We have an active School Council consisting of both parents, teachers and local community membership. In 2013 the School Council supported the school by purchasing much needed resources, including new Literature sets and books, as well as resources for Mathematics and Information and Communications technologies. The school has both student Notebooks, Netbooks, Laptops and iPads and is gradually phasing out desktops.

Key to our success is the strong cohesion and support of the importance of the school in the Mansfield community.
**Achievement**

In 2013 further improvement was evident in our Year 3 NAPLAN data in the key learning areas of Reading, Writing and Grammar and Punctuation, with significant high improvement in Numeracy. Spelling has improved also, but only modestly and forms the basis of further concentrated work. When compared to State and National means, our Year 3 Reading, Writing, Grammar and Punctuation and Numeracy improvements have been above the scores at state and national level. Improvement in Spelling at Year 3 is equal to the state but better than national mean scores. The matched cohort from Yr 3, 2011 to Yr 5, 2013 has seen improvement greater than other students who were not in our school in Yr 3 in 2011, and ahead of both state and national mean scores.

Improvement is evident at Year 5 level but has been less consistent than at Year 3 level. Improvement from 2012 to 2013 is evident in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

Five year trend data at Year 5 level indicates a consistent improvement in Reading, Writing, Spelling, Grammar and Punctuation and Mathematics, with a particularly strong gain in the last two years (2012/13) across all areas. Our school received funding under the Maths Specialist initiative in 2012/13 which is indicative of the improvements in Maths across the school. We would expect to see sustained improvement in Maths in coming years as the benefits of the Maths Specialist initiative continue. Teacher based assessments help inform our work as well as cross referenced against a raft of other more formative assessments, we are able to tailor individual student learning with precision.

Individual Learning Plans for all students below the expected level and for those one level above the expected level are expected of all classroom teachers.

**Engagement**

Like all schools we feel there is still room for improvement in student attendance. Our student absence data has improved across all levels from 2012 to 2013 with the exception of Year 4. Significant improvement was evident in Year Prep, and Year 6. Several students at different levels across the school continue to be the focus of support due to “chronic” absences, and despite direct intervention and support, some of those students remain absent from school too often or for too long without adequate explanation.

In 2013 we experienced much more reliable support from the SSSO from Hume (NEV) Region which enabled a more consistent level of support to students and families. Any other additional support for the school and our community comes from the Mansfield Shire. Together with Mansfield Shire, we are members of the Better Communities for Children Leadership Network, which has an overarching aim of supporting all children and families from the Mansfield Shire.

In 2013 we further reinvigorated and refined our approach to the School Wide Positive Behaviours in Schools program which has seen a significant reduction in aggressive and disruptive behaviours in the schoolyard and classrooms generally. The overall reduction in aggressive incidents in the school may account for some of the improvements in attendances.

Parent information sessions and regular attachments in the school newsletter supporting families has seen a positive response from the community, who have been very supportive of the more accountable approach.

Student Attitudes to School data has improved significantly but most notably in Student relationships, (Classroom Behaviour 74th percentile, Connectedness to Peers 59th Percentile, Student Safety 52nd percentile). The matched school cohort for Year 6 in 2013 improved across the survey instruments, but most notably: student Morale 5.41 > 5.79, Learning Confidence 3.93 > 4.15, School Connectedness 4.09 > 4.46 and Student Learning 3.58 > 3.95.

Overall, the tracked student cohort has shown significant improvement from 2011 to 2012 and from 2012 to 2013.

**Wellbeing**

Throughout 2013 we have continued to have a strong focus on maximizing our resources to support all students, but particularly those students who are not at the appropriate level. Support is provided by the Assistant Principal, the Physical Education teacher, the Performing Arts teacher and our Visual Arts teacher. Their time is shared as equitably as possible across the school specifically to support class teachers in Literacy and Numeracy. Parents and members of the broader Mansfield Community also provide support through our “Classroom helpers” program. Our school also runs a “Kids Hope” program through one of the local churches. We also have a School Chaplain.

Our Student Welfare coordinator coordinates with classroom teachers to ensure that any students with specific learning needs are known and that plans are in place for those students. Similarly, we meet with the parents of those students at least once per term and re-establish new goals and discuss progress. Although we are not entitled to a Student welfare coordinator due to our SFO (Student Family Occupation Index), we fund the current staff member for three days a week. This comes directly from our SRP (Student Resource Package). Our SFO of 0.43 does not enable us to receive specific funding from DEECD for such a position.

Schools with an SFO above 0.45 do receive additional funding on a pro-rata basis for student welfare support. Our PSD students and their Education support officers (Integration Aides) are also coordinated by our Student Welfare Coordinator in collaboration with classroom teachers.

Results of surveys conducted with the students have shown that Student safety and Student Distress have all improved from 2012. General satisfaction of parents has remained high in comparison to other similar schools to Mansfield Primary.

Classroom behavior has improved further from 4.45 in 2012 to 5.73 in 2013 and in the 4th quartile. Similarly, student safety and behavior management have also improved from 5.55 in 2012 to 6.26 and 6.05 to 6.16 respectively, and are both in the 4th quartile in 2013.

Parent satisfaction sits at 5.97 and is above the median for all schools.

For more detailed information regarding our school please visit our website at http://www.mansfieldps.vic.edu.au
Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

School Profile

School Enrolments

A total of 275 students were enrolled at this school in 2013, 142 female and 133 male.

Overall socio-economic profile

Based on the school’s Student Family Occupation index which takes into account parents’ occupations.

Proportion of students with English as a second language.

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.

Please note: The Staff Opinion Survey was not conducted in 2013.
# Performance Summary

**Key:** Range of results for the middle 80% of Victorian government schools: 
- **Result for this school:** Median of all Victorian government schools.

## Achievement

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.

## Student Outcomes

<table>
<thead>
<tr>
<th>Subject</th>
<th>Results: English</th>
<th>Results: Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## School Comparison

- **Similar**
- **Higher**
- **Lower**

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## NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Results: Reading</th>
<th>Results: Reading (4-year average)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Results: Reading</th>
<th>Results: Reading (4-year average)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## School Comparison

- **Similar**
- **Higher**
- **Lower**
### Performance Summary

**Key:** Range of results for the middle 60% of Victorian government schools: 
- **Result for this school:** Median of all Victorian government schools:

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN Relative Growth Year 3 - Year 5</td>
<td></td>
<td><strong>NAPLAN Relative Growth does not require a School Comparison.</strong></td>
</tr>
<tr>
<td>Relative gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</td>
<td><strong>Reading</strong>&lt;br&gt;10% Low &lt;br&gt;63% Medium &lt;br&gt;27% High</td>
<td></td>
</tr>
<tr>
<td>NAPLAN relative growth 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 growth level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’.</td>
<td><strong>Numeracy</strong>&lt;br&gt;31% Low &lt;br&gt;34% Medium &lt;br&gt;35% High</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Writing</strong>&lt;br&gt;25% Low &lt;br&gt;52% Medium &lt;br&gt;23% High</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spelling</strong>&lt;br&gt;25% Low &lt;br&gt;45% Medium &lt;br&gt;30% High</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Grammar and Punctuation</strong>&lt;br&gt;6% Low &lt;br&gt;61% Medium &lt;br&gt;33% High</td>
<td></td>
</tr>
</tbody>
</table>
Performance Summary

Key:
- Range of results for the middle 80% of Victorian government schools:
- Result for this school:  
- Median of all Victorian government schools:

Engagement

Student Attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Student Outcomes

Results: 2013

Results: 2010 - 2013 (4-year average)

Average 2013 attendance rate by year level:

<table>
<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>95%</td>
<td>92%</td>
<td>91%</td>
<td>93%</td>
<td>93%</td>
<td>91%</td>
<td>94%</td>
</tr>
</tbody>
</table>

School Comparison

Similar

Similar
## Performance Summary

**Wellbeing**  
**Students Attitudes to School**

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

### Student Outcomes

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results: 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results: 2010 - 2013 (4-year average)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School Comparison**

- **Similar**
- **Lower**
How to read the Performance Summary 2013

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.

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 Indigenous 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.

Additionally, NAPLAN relative growth 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 growth level is categorised as ‘High’, the middle 50% is categorised as ‘Medium’ and the bottom 25% is categorised as ‘Low’.

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:

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 31st December, 2013**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$522,740</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$0</td>
</tr>
<tr>
<td>Government Grants State</td>
<td>$880</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$16,697</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$219,627</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td>$759,944</td>
</tr>
</tbody>
</table>

## Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Publications</td>
<td>$6,550</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$6,555</td>
</tr>
<tr>
<td>Consumables</td>
<td>$66,011</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$331,136</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$3,938</td>
</tr>
<tr>
<td>Property Maintenance</td>
<td>$114,621</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$123,255</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$28,124</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$4,396</td>
</tr>
<tr>
<td>Utilities</td>
<td>$26,535</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td>$711,121</td>
</tr>
</tbody>
</table>

## Net Operating Surplus/Deficit

| Net Operating Surplus/Deficit       | $48,823 |

## Asset Acquisitions

| Asset Acquisitions                 | $5,599  |

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

## Financial Position as at 31st December, 2013

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$22,094</td>
</tr>
<tr>
<td>Official Account</td>
<td>$14,066</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$2,768</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$38,928</td>
</tr>
</tbody>
</table>

## Financial Commitments

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th>$38,928</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$38,928</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td>$38,928</td>
</tr>
</tbody>
</table>

## Financial performance and position commentary

The School Financial position remains tenuous due to a number of factors. The capacity to raise funds to add to overall reserves is limited because all fundraising at present is directed toward support for teaching and learning programs. The School Council has continued to closely monitor expenditure through effective budget control and monitoring, and to also seek other streams of revenue, but rural communities are not in a position to have excess funds to direct toward schools. Our staffing profile means that our credit budget within the SRP is fully expended each year resulting in a very small surplus in 2013. We also direct the equivalent of 0.6EFT toward Student Welfare support, which once again is highly valued and important to the overall direction of the school and in terms of meeting school goals. Additional students enrolled after census day are not funded and are a further burden on already stretched resources.