Name of School Principal: Silvio Vitale

Name of School Council President: Stephen Baker

Date of Endorsement: 23rd March, 2015

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 - languages program' minimum standards until 31 December 2014.
About Our School

School Context

Mornington Primary School has a proud history of serving the Mornington Community for over 135 years. Whilst our history is important to us, we continue to look to the future by providing our students with a broad range of opportunities to reach their full potential.

As an International Baccalaureate World School, authorised to teach the Primary Years Program (PYP), we encourage our students to become more ‘internationally minded’ in the knowledge that our future adults will need to thrive in a more globally-connected world, that requires a particular set of qualities, personal attributes and skills. The ‘learner profile’ and the ‘attitudes’ of the PYP encapsulate these and form the basis from which students in each class collaborate to develop a ‘class vision’ and an ‘essential agreement’ that reflects a positive learning culture for our school. Our students are encouraged to be reflective individuals and personal development is an important aspect of our curriculum. This is particularly evident in our ‘programme of inquiry’ that encourages an inquiry approach to learning through a ‘concept-driven’ curriculum and challenges students to understand how the world works, consider the important issues we face and take some action to make a positive difference.

Our school vision: ‘Inspiring a passion for learning and personal excellence, whilst preparing students to become globally responsible citizens,’ reflects our belief that by instilling the appropriate values, promoting the development of positive qualities and providing opportunities to develop the required skills, our children will be well placed to thrive and meet the challenges of life. We encourage our students to make a positive contribution to their school, families, communities and environment, believing each of them has the potential to make the world a better place.

Our teaching philosophy continues to reflect a more inquiry-based approach to learning through developing conceptual understandings in all areas of the curriculum. Through teaching the inquiry methodology, our students will be better equipped to increasingly plan and self-manage their own learning.

Students have opportunities in the areas of sports, visual arts, performing arts, ICT – including a ‘student notebook program’ and French language & culture. Involvement in choir, instrumental music, singing tuition, dance, RACV Energy Breakthrough, school production and clubs further broadens opportunities for our students. Our student leadership program encourages students to reflect on, and develop, the qualities of good leadership and effective citizenship.

This school has 33.5 equivalent full-time staff: 3 Principal Class, 22.5 teacher class and 7.9 Education Support Staff.

With a clear purpose and a culture of continuous improvement, our school provides a comprehensive education for all our students.

Achievement

Mornington Primary School students continue to demonstrate appropriate levels of achievement in a broad range of curriculum areas. NAPLAN results in both Years 3 and 5 indicate achievement ‘at’ or ‘above’ those of similar schools. In particular, Year 5 results indicate significant ‘learning gain’ from Year 3 to Year 5.

An interesting feature of the school’s overall results is the non-correlation of NAPLAN scores with those of Teacher Judgements. This has been a feature of the data for a number of years, with the NAPLAN results being consistently above those of teacher judgments. This could be due to the fact that teacher judgements are made for all students throughout the school from Foundation (Prep) to Year 6, whereas the NAPLAN data measures achievement for Years 3 and 5 only. We believe that whilst some of our students may commence school in need of extra support, by the time they reach Year 3 and, further, Year 5, they are achieving ‘at’ or ‘above’ similar students. This correlates with the strong ‘learning gain’ achieved by our school from Years 3 to 5 and points to the ‘quality of teaching’ and ‘curriculum delivery’ at MPS, as well as the impact of ‘learning support programs’ in Literacy and Numeracy.

Our Mathematics results continue to improve through the implementation of collaborative planning; a whole-school approach to the teaching of Mathematics and a ‘learning support program’ for students at MPS. This includes an ‘essential agreement’ on teaching Mathematics; a documented ‘scope and sequence’; the development of AusVELS 1 can …’ statements for student to more effectively manage their own learning and be challenged at their own level and a focus on problem solving that provides students with the opportunity to apply their skills to a range of problem-solving situations.

Our focus on ‘Writing’ is also evident with the NAPLAN (not provided in this report) showing consistently strong results in Year 5 and continually improving results in Year 3. The implementation of the Writers’ Workshop approach with a focus on ‘inspiring students to write’, as well as significant professional learning opportunities for teachers, both external and internal, is providing the impetus for continual improvement, now extending to grammar, spelling and punctuation.

The NAPLAN also indicates our achievement in Reading continues to be a strength, both at the Year 3 and Year 5 levels. Effective, focussed teaching, along with the provision of a ‘learning support program’ for students, are key strategies for our school.

Our success in improving results in the core areas of the curriculum is due to the multifaceted approach we take. This includes a documented whole school focus; on-going development of teaching skills; significant levels learning support for students, the use of data to inform student progress and a link to Staff Performance & Development.
Engagement

At Mornington Primary School we see student attendance as an important factor in student achievement and connectedness for our students. It is pleasing that, with incremental improvement over recent years, the number of student absences has decreased and is now in line with ‘similar’ schools.

We will continue to proactively implement programs and interventions for students and families who need additional support in this area, including close monitoring and support from our Student Welfare Officer. In 2014, an incentive program was introduced to encourage students to achieve improvement in attendances. Certificates and prizes were awarded at assemblies to highlight the importance of school attendance, raise the profile of this area and encourage improved attendance.

Attendance figures are regularly published in the school newsletter to ensure the issue remains prominent in our school community. Further, attendance is a listed item on all Mod team agendas and the school implements its documented approach to monitoring student attendance, including at ‘Wellbeing’ meetings attended by school support services personnel, the ‘student wellbeing officer and an assistant principal.

An important aspect of student wellbeing is the ability to connect with the curriculum. This is much harder for students who have learning difficulties and some anecdotal correlation exists between ‘student absences’ and ‘student achievement’. Our ‘learning support program’ assists students in years Prep to Grade 2 who require further support in Literacy and Numeracy. Students requiring further support are identified through comprehensive diagnostic and on-going teacher assessments. Students can become disengaged from their learning when they have yet to acquire the necessary literacy and numeracy skills to access the curriculum at their level.

We provide many opportunities for our students to ‘discover’ and develop their talents. One way this is achieved is through the extra-curricular programs, clubs and activities offered that provide students with a variety of interests to enhance engagement at school. Making school an exciting and engaging place to be will go some way to encouraging school attendance and open up opportunities including, gardening, lego, choir, dance, social skills, library, recorder, chess, Science Club, fitness and band.

Our school implements a multi-faceted approach to ensuring students are engaged in their learning and attending school. This will continue to be an area of focus in the forthcoming 12 months.

Wellbeing

Student wellbeing, as measured by the ‘Attitudes to School Survey’ indicates that students have a positive perception of their learning experience at MPS. The International Baccalaureate – Primary Years Programme (PYP) provides our school with a positive framework and a ‘research based’ approach to teaching through an inquiry methodology and the development of appropriate personal qualities as espoused through the PYP ‘learner profile’ and ‘attitudes’.

A further aspect of developing a positive learning environment is the implementation of the ‘MPS Positive Classroom Culture’ philosophy. Each year, all classes undertake, through a collaborative process of reflection and conversation, to develop a ‘class vision’ of a positive learning environment and the behaviours that will help each person contribute to this. Each class also reflects on the ‘purpose’ of school and develops an ‘essential agreement’ relating to the things they value about learning. This whole-school process assists in creating a learning environment that all students commit to and is constantly referred to throughout the year.

Through the PYP Units of Inquiry, our students are encouraged to ‘take action’ on issues they can contribute to. We are endeavouring to empower students to understand that they are capable of learning and of making the world a better place through their actions.

Encouraging the development of a positive learning environment with respectful relationships and recognizing effort and good citizenship are fundamental to our approach. Providing students with ‘behaviour support’ programs, implemented by our ‘student wellbeing officer’, to assist them in developing the appropriate protocols of life are also a key factor in developing a positive school environment.

We demonstrate our value of appropriate behaviours through our weekly ‘Shooting Star Awards’ presented at assemblies and based on the PYP ‘learner profile’. A playground monitoring system ensures playground issues are followed-up in an appropriate manner and positive playground behaviour is also recognised at school assemblies. Good citizenship is acknowledged through the ‘Citizen of the Term Award’ presented to a boy and girl from each class who is nominated by peers for consistently demonstrating the PYP attitudes.

The school’s ‘Attitudes to School’ survey seems to indicate that the range of measures implemented assist in creating a learning and social environment that promotes the wellbeing of our students.

Productivity
The school’s resources are strategically targeted towards the programs that, we believe, will make both a short and long-term difference to the learning opportunities of our students. Significant resources are utilised to ensure class sizes are relatively lower than is the norm. In 2014, the school’s teacher to student ratio was 1:23.5. This is well below the 1:26 funded ratio.

The school has also implemented a significant ‘learning support program’ that assists approximately 80 students per year in the areas of literacy and numeracy. The program was implemented by our highly trained learning support staff, under the supervision of a ‘leading teacher’. We believe this program has influenced improvements in the learning outcomes of these key areas.

Students can also access ‘behaviour support’ programs that assist them to develop the necessary skills to collaborate with their peers in a positive manner. These were implemented by the school’s ‘student wellbeing officer’. Unfortunately, commonwealth funding for this program ceased at the end of 2014.

Professional learning is also a key feature of our school. Almost all meetings have a curriculum or teaching and learning focus. Collaborative planning provides significant opportunities for ‘professional interaction’ and support. Further, teachers are provided with four hours of planning time each week to support this collaborative process. An ‘instructional coaching’ program provided opportunities for teachers to reflect on aspects of their teaching and plan for further improvements. ‘Peer coaching, also provides teachers with an opportunity to work with colleagues to gather information about their teaching practice, reflect on their teaching and plan for improvement. An enhanced ‘Performance and Development’ process has encouraged all teachers to set goals that are based on the school’s strategic plan and work collaboratively on improvements.

A new Science Centre was developed through the conversion of the previous ICT lab. This has seen a renewed focus and interest in Science, including the establishment of the Science Club and an after-school extensions program in Science.

The school will continue to direct funds to areas of importance to the learning experience of the students. However, we are experiencing shortfalls in funding and may not be able to sustain all our current programs into the future.

For more detailed information regarding our school please visit our website at http://www.morningtonps.vic.edu.au
**School Profile**

**School Enrolments**
A total of 423 students were enrolled at this school in 2014, 197 female and 226 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.

**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

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>Results: English</th>
<th>Results: Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Graph]</td>
<td>![Graph]</td>
</tr>
</tbody>
</table>

### School Comparison

- Lower

### 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.

### 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.

### Reading and Numeracy (4-year average)

- Similar
- Similar
- Similar
- Similar
**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><strong>NAPLAN Learning Gain Year 3 - Year 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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'.</td>
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</tbody>
</table>

**Reading**
- 7% Low
- 54% Medium
- 39% High

**Numeracy**
- 15% Low
- 58% Medium
- 28% High

**Writing**
- 24% Low
- 33% Medium
- 43% High

**Spelling**
- 19% Low
- 42% Medium
- 40% High

**Grammar and Punctuation**
- 14% Low
- 67% Medium
- 19% High

NAPLAN Learning Gain does not require a School Comparison.
### Engagement

**Student Attendance**

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 2014 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>94 %</td>
</tr>
<tr>
<td>Yr1</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr2</td>
<td>92 %</td>
</tr>
<tr>
<td>Yr3</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr4</td>
<td>92 %</td>
</tr>
<tr>
<td>Yr5</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr6</td>
<td>93 %</td>
</tr>
</tbody>
</table>
## Performance Summary

### Students Attitudes 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: 2014

<table>
<thead>
<tr>
<th>Scale</th>
<th>School</th>
<th>Median of all Victorian government schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
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</tbody>
</table>

### Results: 2011 - 2014 (4-year average)

<table>
<thead>
<tr>
<th>Scale</th>
<th>School</th>
<th>Median of all Victorian government schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td></td>
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</tbody>
</table>

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

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.

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.


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.
Mornington Primary School continues to direct significant funds towards the strategies that improve student learning, build a positive school culture and develop a cohesive school community. Salaries constitute the substantial portion of the school’s costs. This includes substantial learning support for students.

Smaller class sizes with a low teacher to student ratio (1:23.5) contributed to the deficit, along with an extensive learning support program. As mentioned in the main text, not all programs will be sustainable in the long term unless further funding is made available.

Further, significant projects were undertaken in 2014 for improvements around the school that related to safety matters. These included the replacement and repair of asphalt and fencing.