

MENTONE PARK PRIMARY SCHOOL 4955



2007 ANNUAL REPORT TO THE SCHOOL COMMUNITY

The 2007 Annual Report provides a clear picture of the school's progress and achievements throughout 2007 and also future directions for the school. This report has been prepared in accordance with Department of Education guidelines.

The graphs and tables that are presented in this report are from the Core Performance Indicators. The information that has been used to determine the school's progress is from the School Level Report.

It is hoped that the distribution of this report to the Mentone Park Primary School community will promote further understanding of our intentions and on-going commitment to continuous school improvement and improved student learning outcomes.

SCHOOL OVERVIEW

At Mentone Park Primary School the motto is "Reaching Higher" This motto is a reflection of vision, school values and beliefs.

Our purpose is to provide a supportive yet challenging environment in which all children feel valued, safe and stimulated.

Our aim is to provide the highest quality learning environment where each student will become an optimistic, resilient and confident person, able to achieve their full academic, social, physical and creative potential and be well equipped for the challenges of life long learning. We value the role that parents play as partners in the education of students and the whole school community is encouraged to interact positively.

The governing values of Mentone Park Primary School – Co-operation, Integrity, Friendliness, Support, Acceptance and Respect - bind our community together and provide a common ethos that the school community lives by. These values promote optimism, resilience, self-reliance, self motivation and taking responsibility for ones own actions whilst recognising others' rights to do the same.

Community and Demographic Context

- Situated in the bayside suburb of Mentone, 22 kilometres south-east of Melbourne.
- Current enrolment holding steady around 250, likely to begin increasing in 2009.
- Very dedicated staff who work closely together in strong Professional Learning Teams.
- The age/experience profile has changed over the last few years creating a balance of youth/experienced teachers.
- Strong working partnership between all members of the school community including parental support on committees, support with classroom activities and special programs.

Educational Context

- Comprehensive, inclusive and integrated curriculum is offered through the Victorian Essential Learning Standards.
- The school will seek accreditation in Performance and Development Culture in 2008
- New Assessment and Reporting procedures implemented in 2007
- Particular emphasis is placed upon the Thinking Curriculum and Multiple Intelligences.
- The Student Wellbeing program underpins teaching and learning and is a strong component of the school's cultural identity.
- As a member of the Parkdale Cluster of schools we developed Progress Maps across all dimensions for Literacy and Numeracy that included identification of the stages of learning development, common assessment tasks and related teaching strategies.

Technological Context

Technology Centre with 30 PC computers, 5 i-macs and a television studio. Classrooms fully networked with at least two computers each, providing students with internet and email access

Innovative and creative use of Multimedia/Television. Television Studio set-up.

Environmental Context

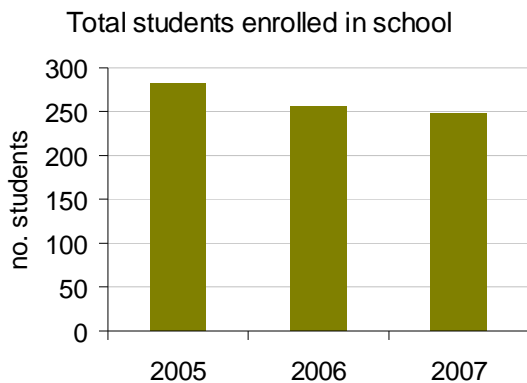
Spacious grounds, asphalted area consisting of basketball court, two netball courts, bat tennis and newcombe courts, a rebound wall, large grassed playing fields, two adventure playgrounds, several shaded areas and a picnic area

Two red brick veneer buildings consisting of twelve general-purpose classrooms, a community room, a hall with stage facilities, Library, Art, Maths/Technology Centre and Kids' Café (Canteen).

Healthy "Kids Café" canteen provides healthy choices for students with no additives or preservatives.



Student Enrolment

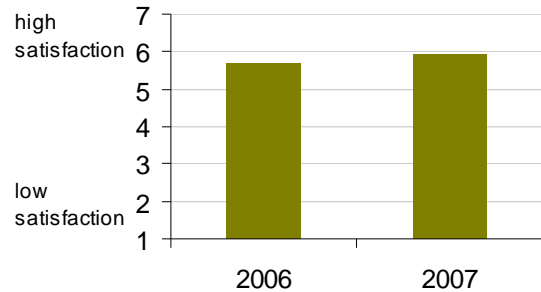


Enrolments declined from 255 in 2006 to 249 in 2007. Enrolments continue to be an issue for us due to aggressive marketing by local independent and catholic schools and an over abundance of state schools in the area.

Our excellent Pre-School Transition Program was further enhanced by the *School Readiness Parent Program* held at the school. This was well attended and led to unexpected enrolments for 2008.

General Satisfaction

Parents' satisfaction with this school
 (average score on scale of 1 to 7, where 7 is best possible score)



The Parent Opinion Survey is conducted through random sampling of school families. Parents rated a number of statements using a scale where 1 = strongly disagree and 7 = strongly agree. The mean score for the General Satisfaction variable was 5.91 slightly up on the 2006 score. The state mean score for this variable was 5.88. Parents noted that issues relating to reporting, homework and student motivation were of concern and these will be investigated during 2008.

Teacher Satisfaction

The average score for teacher satisfaction (morale) at this school was 90 on a scale from 0 to 100 where 100 is the best possible score. The state mean score for this variable was 79.2.

Teacher Absence

The average number of days absent per teacher was 6.67 days.

Teacher Retention

Of the 20 teaching staff at Mentone Park Primary School as at June 2006 (including those on leave without pay) 15 or 75% were still at the school at June 2007. This figure across all government schools was 86%.

Teacher Participation in Professional Learning

All staff are committed to improving their teaching pedagogy by attending quality professional development provided by DEECD, Southern Metropolitan Region of DEECD, outside agencies including City of Kingston, ACER and the Parkdale Cluster of Schools.

All teachers have participated in Professional Learning throughout the year, such as POLT (Principles of Teaching and Learning), Quick Vic (New DEECD Reporting System), Thinking Skills, Inquiry Learning and Mentoring for Beginning Teachers.

Mentone Park Primary School staff work in professional learning teams to offer a comprehensive range of curriculum programs that reflect the scope of VELs and develop higher order thinking skills from Prep–Year 6. Teachers utilise higher order thinking skills including, but not limited to, Bloom’s Taxonomy, the Multiple Intelligences, De Bonos Six Thinking Hats and Ryan’s Thinkers Keys when planning curriculum and as teaching and learning strategies.

TEACHER QUALIFICATIONS

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at:

http://www.vit.vic.edu.au/content.asp?Document_ID=241



PRINCIPAL'S REPORT

It is both an honour and a privilege to be the Principal of Mentone Park Primary School. In presenting this report to the school community I would like to formally acknowledge the dedication and commitment of all staff (teachers and school support officers), School Council and its Sub-Committees and Parent Club. On reflection, 2007 was an interesting year with a number of significant staffing moves. Never the less it was also a year of very positive achievements, including School Review and the development and implementation of the 2008 – 2011 School Strategic Plan. Staff and School Council are to be commended on the outcomes of the School Review and for the strategic planning required

to further improve outcomes for all students at Mentone Park Primary School.

Our skilled and dedicated staff are committed to providing learning programs based on the Victorian Essential Learning Standards (VELS). We aim to maximise student motivation and engagement by developing programs that cater for the diversity of students found in each classroom.

Mentone Park Primary School is vibrant and dynamic. Staff work in teams to deliver highly effective educational programs within supportive learning environments.

Strong teamwork and targeted professional development are key ingredients of the school culture, which ensure that teachers deliver an inclusive and high quality education for all.

The new DEECD grading system of A - E was introduced and information was provided in a letter to each school family and also in the school newsletter. Parents do not like the new grading system as it is very difficult for a child to obtain A's and B's. If a child achieves at the expected standard they will receive a C grading. Teachers at Mentone Park Primary School find this frustrating also. Schools were given the option of using A-E grades for Prep students. MPPS opted not to use A – E for preps.

The 2007 school year was an extraordinarily busy and highly successful one. The highlight of the year was undoubtedly the School Fete. Congratulations to Wendy Davis (Fete Manager) and her team of parent volunteers who worked tirelessly to ensure that Fete Day was a successful one.

The Fete made a record amount of \$25,000 for the school.



Other successful events included:

- 1 Working Bees
- 2 School Council Rock and Roll Night
- 3 Christmas in July
- 4 Mother's Day & Father's Day Stalls
- 5 Harmony Day
- 6 Buddies Program - Preps & Year 1's with Years 5 & 6
- 7 *Reaching Higher* Art Exhibition displaying the art works of all students.
- 8 Gold Coin Footy Day
- 9 Open Day

- 10 Open Evening with Technology workshops in the hall
- 11 School Calendars
- 12 Pre-School Concert by Preps – Year 2 classes
- 13 *School Readiness Session* for pre-school parents
- 14 Parent Information Session with Gary Dornau – *Understanding the Differences Between Boys and Girls: Connecting With Your Child.*
- 15 Kids' Café
- 16 Fruit and Veggie Week
- 17 Excursions to RACV Street Scene, Melbourne Zoo, Ceres, MCG, IMAX, The Australian Centre for the Moving Image (ACMI), Science Works and the Planetarium
- 18 In-Visits – Life Education, Australian Electoral Commission, Responsible Pet Ownership, Woodwork, Reduce. Re-use. Recycle, Footsteps Dancesports Company & Technology Tpu Construction
- 19 Tri-Skills for Prep – 2
- 20 School Camps to Angahook (Year 4) & Coolamatong (Year 6)
- 21 Year 5 & 6 Beach Swimming Program
- 22 Prep – 4 Intensive Swimming Program
- 23 Interschool Sports
- 24 District Sporting events
- 25 Mentone Park T.V.
- 26 Junior Mayor Competition
- 27 Year 6 Transition activities with local secondary colleges
- 28 Year 6 Graduation Dinner & Ceremony
- 29 Remembrance Day at Mentone RSL and at MPPS



- 7 New Computer Lease to increase the number of computers in Computer Centre from 16 to 27
- 8 Application for an Australian Government Community Water Grant to provide funds for dual flush toilets and a water tank for the Kid's Café veggie garden.

Achievements included:

- 1 Upgrading of school fire services (\$72,000)
- 2 Installation of new playground equipment in both junior and senior playgrounds
- 3 Installation of new wave sail between the two buildings
- 4 Installation of shade sails in senior playground area.
- 5 Continued Parent Support in Literacy Blocks, computer sessions, P.M.P and on excursions
- 6 Parents As Partners Training Sessions
- 7 Successful Book Club and Book Fair
- 8 Successful school Fete in March
- 9 Ongoing Staff Professional Development in the areas of Restorative Practice & Student Well Being; I.T.C ; The Thinking Curriculum; Victorian Essential Learning Standards (VELS); DEECD/Quick Vic Reporting System; POLT Training (Principles of Teaching and Learning); Inquiry Learning; Cued Articulation; Brain Gym
- 10 Excellent programs, student learning experiences and outcomes in Early Years classrooms, including our Pre-School Transition Program
- 11 Excellent programs and student learning experiences in Middle Years classrooms including and *MPPS TV*
- 12 Student Wellbeing enhancements including *Bounce Back*, *Anti-Bullying and Restorative Practices* programs
- 13 Secondary Transition/Leadership Programs
- 14 WestPac Mathematics Challenge
- 15 Kid's Café receiving continuous recognition from *Go for Your Life* Program
- 16 Successful application for *Free Fruit Friday* initiative

Key Decisions included:

- 1 Successful Australian Government *Investing in Our Schools Grant* for shade sails and playground equipment - \$82,000.
- 2 Successful application for Land Care Grant for Kids' Café veggie garden
- 3 Full introduction of the Victorian Essential Learning Standards, (VELS)
- 4 Implementation of new Reporting System using A, B, C, D & E grades.
- 5 Air Conditioning of Years 5 & 6 classrooms.
- 6 New carpets for targeted classrooms

My sincere thanks must go to School Council, Sub-Committees and their convenors and

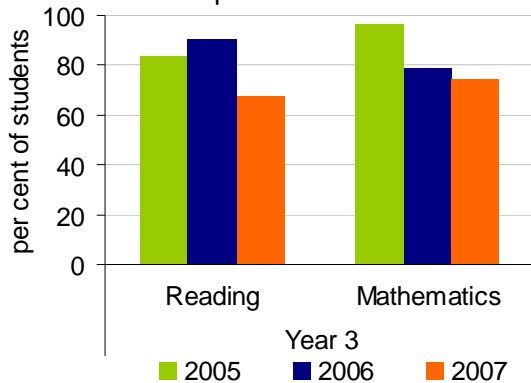
Parent Club. The support and assistance offered to staff and students is greatly appreciated and we could not do it without you. The constant systemic demands of the Department of Education and Early Childhood Development, coupled with the limited funds available for curriculum, facilities and grounds make it hard for both staff and parents. The close partnership that MPPS parents and staff maintain ensures that we do as much as we can for your children/our students in order to provide enhanced educational opportunities. The involvement of the school community is essential to our continued improvement. The educational opportunities we are able to provide are a direct result of your input.

Mentone Park – Reaching Higher

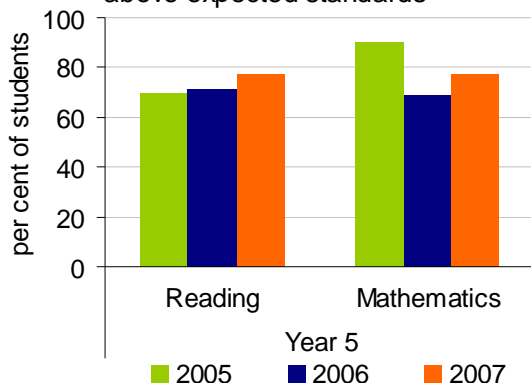
LOUISE DOWNIE
PRINCIPAL

Student Progress & Achievements
STUDENT LEARNING

Percentage of students achieving at or above expected standards



Percentage of students achieving at or above expected standards



The Student Learning Data Sets above demonstrate the range of ability levels you would expect to find in any classroom.

In Year 3, 65% of students achieved at or above the expected level in reading and 88% achieved at or above the expected level in Mathematics.

In Year 5, 77% of students achieved at or above the expected level in reading and 77% achieved at or above the expected level in Mathematics.

According to the School Level Report (SLR) Assessment of Reading in Prep – Year 2 shows that our school is performing above State Benchmarks in all levels.

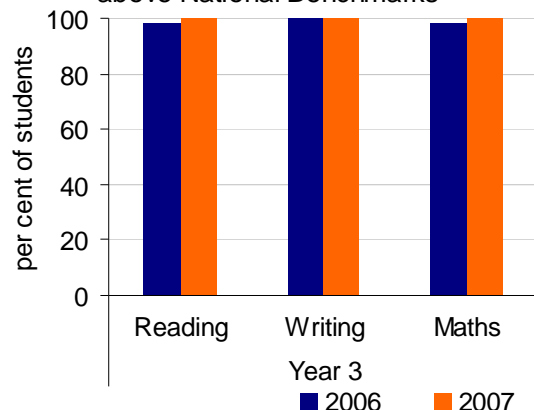
In 2007 in Prep, 100% of students were reading with 100% accuracy compared to the State Benchmark of 80.4%.

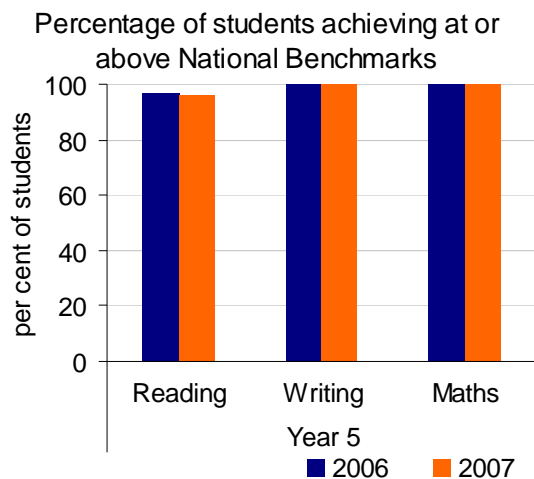
In 2007 in Year One, 94.7% of students were reading with 100% accuracy compared to the State Benchmark of 86.7%.

In 2007 in Year 2, 100% of students were reading with 100% accuracy compared to the State Benchmark of 94.8%.

Mentone Park Primary School Early Years teachers work extremely hard to achieve these results and should be proud of outstanding efforts.

Percentage of students achieving at or above National Benchmarks





As can be seen from the two graphs above, MPPS students consistently achieve at or above national benchmarks in Reading, Writing and Mathematics.

Mentone Park Primary School staff are committed to on-going professional development that refines their teaching skills, enhances learning programs and improves student learning outcomes.

Our shared vision recognises and responds to the notion that we must provide a range of teaching and learning strategies which promote deep and rich learning and:

- are developmentally appropriate
- engage students
- cater for individual differences
- are challenging, fun and promote active learning.

Elements which supported the success of Literacy and Numeracy programs in 2007 included:

Staffing:

- Early Years Manager – Leading Teacher Role
- Curriculum Manager – Leading Teacher Role,
- Reading Recovery Teacher,

Program :

- Early Years P- 4 and Middle Years Literacy blocks based on the Early Years model.
- Weekly time blocks in the Maths Problem Solving Room.

- Early Years Numeracy blocks which cater for individual difference through group work.
- Term Planners and weekly area planning meetings which have enabled area teams within the school to discuss, view and implement the Victorian Essential Learning Standards documents in Literacy and Numeracy. This has enhanced teacher understanding and improved the quality of the programs and the delivery of comprehensive curriculum.
- Standardized testing is used by all teachers, as outlined in the School Assessment Policy, to identify student competencies and to assist in planning programs.

Intervention:

- Teachers develop Learning Improvement Plans for Students identified “at risk”. These outline the current skill levels and improvement strategies to be used at school and home.
- Reading Recovery is provided to Grade One students.
- Outside agencies including Guidance Officers, Speech Therapists, Hearing Impaired support teachers and other consultants, where necessary.
- Students are grouped according to their ability levels and students identified at risk are grouped and work on activities suitable to their skill level.

Parent Participation and engagement:

- The Parents as Partners training program in the Early Years has enabled teacher support in the classrooms during the Literacy block to be of a high standard. Parents readily assist with hearing reading and also with the Maths Numeracy block.
- Open Nights
- Parent Information evenings
- The school newsletter *Communications* and regular area newsletters are providing parents with ongoing information about all school programs and events. The school website also supports this.

- Professional Development with the whole staff using VELs, AIM moderation tasks, DoE Progression Points and Parkdale Cluster Progress Maps against student work samples will improve the accuracy of our reporting.
- There is an on-going need to continue quality Professional Development particularly in the area of moderation and in relation to the VELs. Progression Points and Parkdale Cluster Progress Maps.

Professional Development:

- Professional Development with the whole staff using VELs, AIM moderation tasks, DoE Progression Points and Parkdale Cluster Progress Maps against student work samples will improve the accuracy of our reporting.
- There is an on-going need to continue quality Professional Development particularly in the area of moderation and in relation to the VELs. Progression Points and Parkdale Cluster Progress Maps.
- All staff are committed to improving their teaching pedagogy by attending quality Professional Development provided by the Department of Education, Southern Metropolitan Region of DoE, outside agencies including Glen Eira and Kingston Council, ACER and the Parkdale Cluster-Innovations and Excellence program.
- Staff receive professional readings on educational issues including Learning Styles, VELs and Thinking Curriculum and Student Wellbeing.
- Extensive in-house professional development on PoLT, VELs learning styles and Quick Vic has been undertaken, including accessing relevant websites.

STUDENT PATHWAYS AND TRANSITIONS

Successful transition programs are vital in order to ease uncertainty, insecurity and stress in our students.

At Mentone Park Primary School we have a well-established and highly effective Pre-School Transition Program.

- This is a program offered by our Early Years teachers under the management of Mrs. Mackay, our Early Years Manager.
- Promotion and marketing occurs in all local Pre-Schools and Child Care Centres throughout the school year.
- A budget is allocated annually to ensure that the Pre-School Program is a successful one.
- A School Readiness Parent Session offered annually in Term 2.
- Individual enrolment tours are provided for each family.
- Prospective students are invited to attend a series of morning sessions where they meet our Early Years and specialist teachers and where staff have an opportunity to observe the next prep intake. Parents attend information sessions at the same time.
- Our Buddy program pairs Prep students with Year 5 & 6 students. Regular activities are undertaken during the school year and this support is well received.
- Early Years teachers establish links with Pre-School teachers in order to develop a clear understanding of issues pertinent to our future students.

During Year 6 our students participate in a variety of transition programs.

- They attend activities at our local secondary colleges, specifically Mentone Girls Secondary College, Cheltenham Secondary College, Parkdale Secondary College and Mordialloc Secondary College.
- Our Year 6 teachers also offer a number of programs to develop leadership skills and to assist with the Year Six to Year Seven Transition process. The programs delivered are *START* and *Making it Happen*.
- Teachers focus on time management and organisational skills, as well as the usual curriculum requirements expected of a primary school.
- Parents are informed of secondary school information sessions through individual letters and our school newsletter.

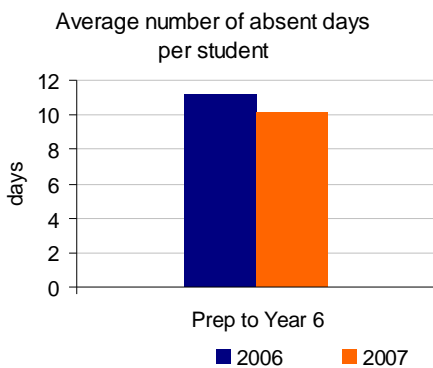
Other transition issues :

- To ease transition from one year to the next it is my belief that, wherever possible, students should know who their class teacher will be the following year, before they go on school holidays
- Student Progressive Information files are passed on to the child's new class teacher, at the beginning of each school year

STUDENT ENGAGEMENT AND WELLBEING

At Mentone Park Primary School we aim to provide a safe, harmonious and happy environment for all. We work hard to provide this environment and believe that it contributes to the development of the whole child. We believe that engagement and well being impact significantly on student learning. We aim to develop optimistic, resilient students and underpin all that we do with the values of acceptance, respect, friendliness, support, co-operation and integrity.

SCHOOL ATTENDANCE



We believe that regular attendance is a must in order to maximise student learning. There are 200 school days per year. One day absent per week equals 40 days absent per year. Any absence leads to a loss of continuity of instruction and can have a negative impact on a child's learning outcomes. Please be aware of this.

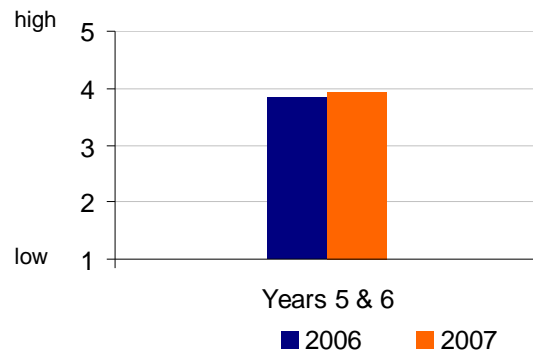
There was a reduction in the number of days absent per student in 2007. The school average was 10.1 days which was much better than the state bench benchmark of 13.2 days absent per student.

Although gains have been made in MPPS attendance data we believe that further improvements are still necessary. The school recognises that a high percentage of student absences are due to family vacations out of school holiday periods. This is a concern across the state.

We have promoted the DEECD Initiative "*It's Not Okay to Be Away*" in classrooms, our school newsletter and during Parent Information Sessions. Student Absence data is also included in Student Reports in June and December.

SCHOOL CONNECTEDNESS

Student connectedness to school
 (average score on scale of 1 to 5, where 5 is best possible score)



Year 5 and 6 students were asked to what extent they agreed with each of the five statements below:

- I feel good about being a student at this school
- I like school this year
- I am happy to be at this school
- I feel I belong at this school
- I look forward to going to school

The scale was 1 = strongly disagree and 5=strongly agree. The mean score is reported. The data in the graph above indicates that almost 80% of students feel connected to school and their peers.

This is supported by Parent Opinion Survey data:

- School Connectedness
- Connectedness to Peers

MPPS has many programs in place to support student engagement and wellbeing. These programs include:

- Bounce Back
- Values
- Anti Bullying
- Restorative Practices
- Buddies Program

- ISDES (Individual School Drug Education)
- Welfare Matters booklet sent home annually
- Kid's Café – Making healthy choices
- Junior School Council
- Student Responsibility – House, Vice & School Captains
- Leadership Programs related to Secondary Transition - START & Make It Happen
- Parent Programs related to Connecting with Children
- Staff Professional Development related to Restorative Practices and the Bounce Back Program

Special Events

- Bounce Back Days
- Fruit & Vegie Week
- Free Fruit Friday
- Life Education Van
- Harmony Day – Celebrating Diversity
- Fund Raising for Charities School Fete
- Footsteps Dance Sports Program
- Sporting Clinics
- School Disco
- School Camps



- Implementation of *Kids' Connect* Wellbeing program
- Maintaining shared planning time for professional learning teams - weekly and at the end of each term
- Continue to provide an adequate budget for staff Professional Development
- Due to the number of graduate teachers now at the school there is a need to investigate and implement:



1. PoLT – The Principles of Learning of Teaching
2. Curriculum/Unit Planning Professional Development e.g. Inquiry Learning
3. Peer Observation as a component of Performance and Development Culture

- Continue to improve teaching and learning, so that the % of students achieving at or above their expected standards in Literacy and Numeracy increases.
- Investigate the Success for Boys program to enhance school connectedness and literacy skills
- Investigate and implement best practice mathematics programs and strategies
- Continue the Healthy Choices push throughout the school
- Update student ICT Checklists and skill requirements for students and staff.

FUTURE DIRECTIONS

Mentone Park Primary School is a hidden gem! It is also a dynamic place to be a part of- don't stand still or you'll be left in the wake! Our school motto, *Reaching Higher*, encourages all of us to do our best and to aim for constant improvement. With this in mind, plans have been put in place for 2008 to make MPPS an even better place to be.

Improvement initiatives include:

- Continuation of Restorative Practices, ensuring that all new staff receive timely professional development to ensure a whole school approach
- Further Parent Education Sessions in Restorative Practices



FINANCIAL PERFORMANCE

Financial Performance for the year ending 31st December, 2007	
Revenue	2007 Actual
DE&T Grants	\$183,084
Commonwealth Government Grants	\$82,848
State Government Grants	\$142
Other	\$21,942
Locally Raised Funds	\$214,079
Total Operating Revenue	\$502,095
Expenditure	
Salaries and Allowances	\$94,836
Bank Charges	\$594
Consumables	\$30,834
Books and Publications	\$4,028
Communication Costs	\$7,182
Furniture and Equipment	\$42,201
Utilities	\$10,577
Property Services	\$193,022
Travel and Subsistence	\$1,006
Motor Vehicle Expenses	0
Administration	\$5,698
Health and Personal Development	\$406
Professional Development	\$13,354
Trading and Fundraising	\$77,334
Support/Service	\$4,876
Miscellaneous	\$67,708
Total Operating Expenditure	\$553,657
Net Operating Surplus/- Deficit	- \$51,562
Capital Expenditure (Cases 21 Finance Only)	\$5,795
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	

* Please note that locally raised funds include Curriculum Contributions, Swimming Fees Excursions Costs, Health & Safety Levy, ICT Levy and Fund Raising.
 Trading and Fundraising includes Uniform Shop and Kid's Café.
 Property Services includes grounds maintenance, tradesmen costs, (e.g. plumber, electrician, glazier) weekly rubbish removal, mowing contract, fire services upgrade,

installation of new playground equipment and shade sails, gas, electricity and water.

Financial Position as at 31st December, 2007	
Funds Available	2007 Actual
High Yield Investment Account	\$101,607.03
Official Account	\$25,548.44
Total Funds Available	\$127,155.47
Financial Commitments	
Accounts Payable Control	
Camps/Excursions	
Buildings & Grounds including SMS	\$34,638
Special Programs including Student Services	\$14,000
Region/Cluster Funds	
Professional Development	\$11,347.81
Books	\$492.91
Assets including Leases	\$31,316
School Operating Reserve	\$35,390.75
TOTAL FINANCIAL COMMITMENTS	\$127,155.47

Mentone Park Primary School is in a sound financial position. At the end of 2007 the school had \$127,155 in its two bank accounts. In 2007 major projects included:

- Upgraded Computer Lease
- New carpets in a number of classrooms
- Replacement of rotting window frames
- Upgraded fire services
- New junior and senior playground equipment
- Air conditioning of years 5 & 6 classrooms
- New shade sails
- Purchase of Maths Resources
- Purchase of Reading Resources
- Upgrading of Kid's Café stoves and benches

The school has a surplus budget, which will be targeted by School Council in early 2008. Major plans for 2008 include:

- Water tank installation
- Installation of dual flush cisterns
- Kid's Café Vegie Garden
- Carpeting of classrooms
- Air conditioning of remaining classrooms

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MENTONE PARK – REACHING HIGHER!

