Murrumbeena Primary School
3449

2008 Annual Report to the School Community

Excellence through Endeavour

State Government of Victoria
Department of Education and Early Childhood Development
School Overview

Murrumbeena Primary School was established in 1917 and is situated in the south eastern suburbs of Melbourne. As part of the City of Glen Eira, student enrolments are mainly drawn from the suburbs of Murrumbeena, Hughesdale, Carnegie and East Malvern. The school buildings have been upgraded in recent years to enable flexible teaching spaces, which suit the learning needs of all children. There are new facilities for Performing and Visual Arts, a large multipurpose hall and canteen facility, a main building housing 14 classrooms and a LOTE room, and 9 relocatable buildings. The grounds have also been refurbished with the installation of synthetic playing surfaces, enabling year round utilisation of outdoor areas. The school also benefits from an on-site swimming pool, which is utilised for school swimming lessons and leased to a private operator for use at other times. There are 37 teaching staff supported by 8 non-teaching staff.

2008 saw the first year of implementation of our new Strategic Plan. Our school’s mission or purpose is ‘To provide a challenging and dynamic learning environment which will engage all students, and equip them with the appropriate skills and knowledge to be active and successful members of the 21st century global society’.

The goals in our Strategic Plan support our mission:

- Student Learning
  - To improve our achievement levels for students in Years P-6, ensuring individual needs, abilities and talents are being fostered and developed.
  - To improve students’ ability to apply relevant skills, knowledge and understanding of real world situations

- Student Engagement and Wellbeing
  - To improve student engagement and connectedness to the school community, especially for students in Years 3-6

- Student Pathways and Transitions
  - To improve student transitions from home/Kindergarten to school, from year level to year level and from primary to secondary school or other educational settings.

Student enrolments -
Student enrolments remain strong, and unfortunately the school cannot admit many enrolments from outside our neighbourhood zone. The school continues to benefit from an excellent reputation in the community. Although demand for places is high, we will be unable to enrol additional students in the future unless further facilities (both grounds and buildings) were made available for the school.

Parent Satisfaction –
Parent satisfaction is measured using the general satisfaction variable from the Parent Opinion Survey. In this survey, parents were asked, to what extent they agree with the statement “Overall, I am satisfied with the education my child receives from their school”. Satisfaction levels were high, but down slightly on the previous year. As the school is continually improving we need to ensure that the communication of our successes reaches the community regularly and in a range of forums. This will be a focus for 2009.
• **Teacher Satisfaction** – The average score for teacher satisfaction (morale) at this school was 72.4 on a scale from 0 to 100 where 100 is the best possible score.

• **Teacher Absence** – The average number of days absent per teacher was 5.58. This compares with the state average of 6.40.

• **Teacher Retention** – Of the 34 teaching staff at Murrumbeena Primary School at June 2007 (including those on leave without pay), 29 or 85% were still at the school at June 2008. The figure across all government schools was 84%.

• **Teacher participation in professional learning** – All teaching staff have participated in professional learning throughout the year, in areas such as Inquiry Learning, Information and Communication Technologies and induction and mentoring programs.

• **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](http://www.vit.vic.edu.au/content.asp?Document_ID=241)

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**Principal's Report**

Murrumbeena Primary School had a successful year in 2008, the first year of our new Strategic Plan.

Teachers aimed at further improving our curriculum provision, focusing on challenging all learners through a student-centred inquiry approach. This developed during the year to an interest in the International Baccalaureate Primary Years Program.

Our school also made a concerted effort to develop more sustainable practices, with whole school activities (eg Nude Food Tuesdays, Green Day, environment clean-ups) and classroom units of work focusing on care of the environment. The school concert also reflected our environmental messages and was one of the year’s highlights.

Technology continues to be an important tool in our curriculum provision, with the use of digital resources, interactive whiteboards and laptops being an embedded part of the everyday learning activities.

Our classroom programs have been ably supported by specialist programs in Physical Education, Art, Music, Japanese, Library and Information Technologies. The school continues to focus on provision of a comprehensive and broad education where the individual talents of each child are identified, nurtured and developed.

I would like to sincerely thank our highly skilled and professional staff (both teaching and non-teaching) for their dedication, enthusiasm, care and support.

We are assisted by a most supportive community and effective School Council. Special thanks are extended to Paul Winbanks, School Council President, and all School Councillors who have so generously given their time in support of the school.
School Council
President's Report

The School Council has once again worked with the school community to achieve great results in 2008. I would like to extend my thanks to those who have supported the school and its vision.

We aim to provide the best facilities and resources for our students through seeking out funding opportunities and grants, as well as involving our community in fundraising events.

Through our sub-committees, the council has been involved in updating policies in line with the school’s Strategic Plan and DEECD guidelines, improving our building and grounds, overseeing our fine Canteen, Uniform and Out of School Hours programs and ensuring our financial status is healthy.

Communications to parents have been enhanced with regular updates from the School Council and a more user friendly website.

Most importantly, the Council has focused on the student learning outcomes, student well being and in retaining the professional teaching staff at the school. This is evident in the waiting list for enrolments and the low turnover of staff.

The School Council’s focus in 2009 will be on supporting the infrastructure and vision of the Technology program and general curriculum development including the introduction of the Primary Years Program.

Sub-committee reports

Facilities
During 2008, the following upgrades and projects were completed:
- Programmed Maintenance Services contracted for exterior painting of the school
- Shade sails organised for in Junior Playground
- Water tanks delivered and positioned
- Portable staging organised for use in hall and at fete
- Artificial turf laid at the front of school
- Senior area – Artist in Residence Program – bollards and landscaping completed
- Storage container for fundraising in place
- Sign for canteen made and installed
- Annual Maintenance completed

The maintenance of the school grounds and buildings has been supported by the employment of a handyman and a working bee attended by the parents of the school community.

Many thanks to Warren Sampson for his assistance throughout the year, especially his advice in the selection of the supplier of the shade sails.

Gillian Large

Canteen/Uniform
In 2008, our “Murrumbeena Kids’ Café” continued to provide healthy and interesting menu options for our students. The following developments took place during the year:
- Insulated food bags and new lightweight containers were introduced in term 2
- A new upright oven was purchased and installed
- Noodles were discontinued as these did not comply with food guidelines.
- A permanent ‘Murrumbeena Kids’ Café’ sign was affixed to the canteen window.
- It was decided that MPS parents who regularly volunteer at the canteen be asked to voluntarily supervise the canteen in the manager’s absence for single days

Regretfully we accepted Kerry Herschell’s resignation in December 2008 and acknowledge her conscientious and friendly approach and the innovative contributions she made to running the canteen, for example, gradually phasing out less healthy alternatives, introducing ‘Milkshake Mondays’ and the concept and introduction of the Murrumbeena Kids’ Café’. Fiona Conroy was appointed as the new canteen manager in December 2008 to commence in 2009.

The uniform shop is run by Primary School Wear. During 2008, PSW
- amended the design of the Rugby shorts
- monitored sales of scarves/gloves/hats to ascertain which type (polar fleece or woollen) should be recommended for 2009

It was noted that some stock was extremely slow in being supplied to families after an order was placed. The committee requested PSW to look into alternatives to the gold polo top that can be laundered more easily.

Heather Davey
Finance
The Finance Committee meets monthly to oversee all financial reports and to ensure all necessary financial controls are in place. The administrative staff use the CASES 21 system which is an accrual system. In 2008, the School Council revenue and expenditure budget targets were met. Highlights of the year include:

Revenue
Government funding is supplemented by locally raised funds, which is necessary so that we are able to maintain and deliver the high quality programs that the school community expects. High levels of subject contributions and levies were received from parents. This demonstrates parental commitment and understanding to the sometimes sensitive issue of contributions. The use of credit card facilities has also facilitated these payments. Fund Raising team raised funds of approximately $11,000.

Expenditure
In excess of $100,000 was spent on curriculum programs. Resources are continually being purchased to support the core learning areas of literacy and numeracy with over $29,000 being spent in these areas. Professional development is another area where funds are directed. It is essential that teachers are kept motivated and skills are continually updated in all the areas so the teaching staff can continue to provide the best programs for our students. Approximately $53,000 was allocated to this important area.

Technology expenditure is an essential and increasing cost component of the school's budget with over $133,000 being directed into this area. Currently all classrooms have 4 or 5 stand alone computers and a range of software is also regularly updated. Additional laptops were purchased in 2008 for Level 4 classes and laptops also introduced at Level 3. All classes now have interactive whiteboards.

General grounds and buildings maintenance costs were approximately $140,000. The highlights of this expenditure were the redevelopment of the area at the front of the school, and external painting of the main school building. Regular maintenance of the oval has also occurred.

Many thanks to fellow committee members, Heather Hill, Shirley Krongold, Teresa Farthing, Robyn Dunne, Iain Crockett and Tony Russell for their efforts in overseeing the school's financial resource management during 2008.

Euanna Evans

Fundraising /Social
During 2008 we ran many fundraising events. All the events were supported by the school community and the local community. Fundraising last year was very challenging, perhaps due to the economic issues that are affecting many families and the country. The fundraising raised a total of $11,000. The fundraising events we ran last year included:

- Easter Raffle
- Hot Cross Bun drive
- Honey drive
- Entertainment books
- Mother's Day Stall
- Girls Night Out – May & November
- Pie Drive
- Movie days at Dendy Cinema
- School Cocktail Night
- Father's Day Stall
- Family Photos

These events were successful because we had great help and assistance from many who gave their time to help with or run the event. I wish to thank:

Amanda Daemen, Soula Fotopoulos, Alison Pennell Clare Richards, Andrea Fenton, Poppy Gounaris, the Office staff, Viv Monroe, Sally Gilbert, Ninnet Nagle, Gailean Hammond

Cate Robertson

Education and Communication
In 2008 the Education and Communication Sub-Committee focused on updating or developing a range of policies. The Arts and Disabilities policies were rewritten in line with the new Victorian Essential Learning Standards and DEECD guidelines. The Communication with the School Community policy was reviewed and new two appendices added – School Newsletter and Community News.

As a committee we held discussions related to the implementation of our Strategic Plan. This was to keep School Council informed regarding teacher professional learning and the imbedding of ICT, sustainability and inquiry learning in our curriculum.
We also looked at the Attitudes to School survey results. The Education and Communication Sub-Committee provides a forum where we can unpack current educational issues and the input provided by parents is highly valued.

Many thanks are extended to our dedicated parents: Lisa Davis, Robert Chittenden, Heather Davey and our member of staff Helen Smith for their participation throughout the year. Thank you to Amanda Daemon for your input into the Communication with the School Community policy. I would also like to make special mention of Angelo Piperidis who spent many hours redeveloping the school website. This ongoing project has allowed for better communication with the school community and beyond.

Shirley Krongold

Out of School Hours Care
The Out of School Hours Care ran smoothly throughout 2008 under the leadership of Miranda Boulton (Coordinator) and Donna Moore (Assistant Coordinator). Enrolments were high and the program continued to provide a variety of activities for our students. Over 2008 and 2009 we will be improving the computer equipment for the students' use and have been upgrading the administrative system that we use. We also introduced a Prep induction program offering for the first time in 2009.

Many thanks are extended to Miranda Boulton, Donna Moore and all the casual staff who continue to provide an excellent program for our students.

Iain Crockett

Student Progress & Achievements

Student Learning
As indicated in our Strategic Plan, we endeavour to equip our students as lifelong learners in a global society. In 2008, as the first year of the strategic plan, and as a result of community feedback, we introduced a greater focus on sustainability and its impact on our lives. Class units of work contained elements of sustainability while whole school events, such as 'Nude Food Tuesdays' emphasised the importance of litter reduction and recycling. Teachers spent much professional learning time investigating best practice in inquiry learning and how student input into learning programs can provide more specific and targeted real life learning experiences. The use of robust data to diagnose individual needs and design learning experiences which will challenge all students was also a critical factor in curriculum design. We aimed to make learning specific, meaningful and challenging for each child.

The school has consistently performed above state averages in all areas (Reading, Writing, Speaking and Listening, Number and Measurement). Our Strategic Plan targets to have 90% of students achieving at or above the expected standards in English and Mathematics have been achieved. For 2008, more specifically, we aimed to have at least 15% of students achieving at a level of 6 months or more above expected standards in Reading and Numeracy. This target was also achieved in all Year levels. Our results are similar to schools of similar family background. We aim to further improve so that our results are better than 'like schools'. In 2009, we will also aim to raise the bar further, so that even more students are reaching expected standards. We also wish to improve our results so that in numeracy in particular, the number of students not reaching expected standards according to VELS is decreased.

The school's philosophy of teaching to individual needs translates into classroom programs that feature individual activities, group work, discussion, inquiry, student goal setting and reflection.

Key strategies contributing to our results included:

- Developing common pedagogical understandings of inquiry learning
- Researching best practice in inquiry learning
• Focussing on challenging high achievers
• Review of units of work to focus on deep understanding
• High quality professional development provided both in-school and by internationally renowned speakers
• Robust team planning and sharing of ideas
• Teacher professional learning and sharing program introduced

Percentage of students achieving at or above the National Minimum Standards –

Our Naplan results indicate that in Year 3, 100% of students achieved at or above the National Minimum Standards in Reading, Writing, Spelling, Grammar and Punctuation. 98.8% achieved at or above the National Minimum Standards in Numeracy.

In Year 5, 100% of students achieved at or above the National Minimum Standards in Spelling, 95.4% achieved at or above the standards in Reading, 97.7% achieved at or above the standards in Writing, 98.9% achieved at or above the standards in Numeracy, and 98.9% achieved at or above the standards in Grammar and Punctuation.

We will be aiming to improve these results to reach 100% of students achieving at or above the National Minimum Standards in all subject areas.

Student Engagement and Wellbeing

The school places a strong emphasis on the importance of supporting students in developing healthy self esteem, feeling safe and connected at school, and developing strong relationships with others. A range of programs and activities are in place:

- School Values program
- Buddies program
- Peer Support
- Peer Mediation
- Class meetings
- Program Achieve – You Can Do It
- Values Bear Awards
- Student Leadership roles
- Young Leaders program

Student surveys are administered annually to assess incidences of bullying in the school and address any issues which may arise. School values are focused from a whole school perspective and are followed up in classroom and specialist programs.

Students are supported within the school by:

- Class teachers
- Wellbeing teachers at each level
- Assistant Principal
- Principal

Extra support is available from:

- School Guidance Officer
- Speech Pathologist
- Alfred CAMHS

We aim to maintain a positive parent-teacher relationship, where communication links are strong and students are supported in their learning and in their relationships with others.

Average number of absent days per student –

The student absence data (see below) shows an average of 12.8 days per student. This appears to indicate a large increase in absences in 2008. However, this is not the case. For all of 2006 and part of 2007, the school was trialling an online absence package different from the normal CASES 21 package. Absences recorded in the trial package were not fully reflected in the 2006 and 2007 data. The 2008 data is a more realistic record of absences and is below previously reported state means. The high occurrences of family holidays during school terms are often a contributory factor to the number of student absences.
Students' school connectedness
The results of the Student Attitudes to School Survey, which is administered annually to Year 5 and 6 students, were very pleasing. Results were highly positive in all areas and above state averages. Our students reported particularly strong levels of connectedness to school and connectedness to peers.

Student Pathways and Transitions

The school has once again focused on ensuring smooth transitions both between school sectors and grade levels. The kindergarten to Prep transition program has been successful, and at the end of 2008, new entrants enjoyed two orientation sessions plus an individual meeting with their 2009 teacher. Contact with local kindergartens ensured our staff was informed of special needs and requirements of our new Prep class. Where needed, extra orientation sessions were provided.

Transitions to secondary college involved visits by the nearby college staff, and orientation sessions with various colleges. Of the 62 exit students in 2008, 36 were to attend nine different government secondary schools, and 26 non-government schools. The majority who enrolled in 2009 at government schools attended Bentleigh Secondary College.

We continue to maintain links with special settings to ensure all student needs are met.

In order to promote smooth transitions between grade levels, various activities were introduced towards the end of the year to familiarise students with new classrooms and new teachers. Teachers who were to be new to the school in 2009 also ensured they were able to meet their 2009 classes at sessions organised at the end of 2008. During these transition sessions, activities included preps eating lunch with grade one teachers in the portables, making ID cards to be used the following year and familiarisation with future programs.

There has been a strong emphasis within the school to ensure students are actively engaged in their learning. This drive has been supported with resources (eg laptops, interactive whiteboard activities) which enhance students' opportunities to pursue individualised learning. Informal feedback from the students has confirmed that the emphasis on personalised learning and real-life experiences has been viewed positively and contributed to further engaging them in their learning.
Future Directions


We recognise the need to equip our students with the appropriate skills and knowledge to be active and successful members of a global society.

We will continue to respect the importance of environmental sustainability in our curriculum provision, which will take on a stronger inquiry learning focus. The introduction of aspects of the International Baccalaureate Primary Years Program will support our teachers in curriculum development. Student involvement in curriculum provision will be emphasised even more, with added responsibilities for developing and monitoring personal learning goals. A more community and internationally minded focus will also become evident in curriculum provision.

We aim to ensure our programs challenge and support students to extend their learning at their level. An increase in the number of students achieving above expected levels is a whole school goal. We aim to have no students achieving below National Standards.

The use of Information and Communications Technologies (ICT) to engage students will be become embedded in practice. All classrooms have interactive whiteboards, and as skills improve, all students will be engaging with this medium to improve their learning. Continued focus on teacher professional development focused in this area will be emphasised.

We aim to further develop opportunities for student leadership in the school, giving students more voice in school developments.

These directions are mirrored in our 2009 Implementation Plan. Our key improvement strategies include:

- Develop common pedagogical understandings to underpin inquiry learning.
- Maintain a learning environment characterised by high expectations for student learning.
- Broaden the concept of student leadership and foster leadership for all students in the school.
- Develop, in consultation with students, explicit shared expectations of learning outcomes to be achieved.
- Improve liaison between kindergartens and the school and the school and secondary schools.
- Improve liaison between levels within the school.
- Develop a knowledge and readiness for the Ultranet designed to enhance educational assessment and management practice.
Financial Performance and Position

In general terms, the school’s financial situation in 2008 was very positive when benchmarked against other schools. Please refer to the Finance report for further details of spending patterns and priority areas. Please refer to the financial report for further details.

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2008 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE&amp;T Grants</td>
<td>398,621</td>
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<tr>
<td>Commonwealth Government Grants</td>
<td>76,562</td>
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<td>State Government Grants</td>
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<tr>
<td>Other</td>
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<tr>
<td>Locally Raised Funds</td>
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<td><strong>Total Operating Revenue</strong></td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
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<tbody>
<tr>
<td>Salaries and Allowances</td>
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<td>Bank Charges</td>
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<td>Consumables</td>
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<td>Books and Publications</td>
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<td>Communication Costs</td>
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<td>Furniture and Equipment</td>
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<td>Utilities</td>
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<td>Property Services</td>
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<td>Travel and Subsistence</td>
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<td>Motor Vehicle Expenses</td>
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<td>Administration</td>
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<td>Health and Personal Development</td>
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<td>Professional Development</td>
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<td>Trading and Fundraising</td>
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<td>Support/Service</td>
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<td>Miscellaneous</td>
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<td><strong>Total Operating Expenditure</strong></td>
<td><strong>902,218</strong></td>
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Net Operating Surplus/Deficit | 102,924

Financial Position as at 31st December, 2008

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<th>Funds Available</th>
<th>2008 Actual</th>
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<tr>
<td>High Yield Investment Account</td>
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<td>Official Account</td>
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<td>Library Trust Fund</td>
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<td>Maintenance Trust Fund</td>
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<td>Term Deposit</td>
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<td>Term Deposit</td>
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<td><strong>Total Funds Available</strong></td>
<td><strong>668,597.28</strong></td>
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<table>
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<tr>
<th>Financial Commitments</th>
<th>2008 Actual</th>
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<tr>
<td>School Operating Reserve</td>
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<td>Co-operative Bank Account</td>
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<td>Assets or Equipment Replacement &lt; 12 months</td>
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<td>Revenue Receipted in Advance</td>
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<td>Building/Grounds including SMS &lt; 12 months</td>
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<td>Provision Accounts &lt; 12 months</td>
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<td>Repayable to DEECD</td>
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<tr>
<td>Other Recurrent Expenditure (Accounts Payable)</td>
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<tr>
<td>Assets or Equipment Replacement &gt; 12 months</td>
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<td>Building/Grounds including SMS &gt; 12 months</td>
<td>249,500.00</td>
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<td>Region/Clusters Funds/School Based Programs &gt; 12 months</td>
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<td>Provision Accounts &gt; 12 months</td>
<td>4333.61</td>
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<td>Co-operative loan &gt;12 months</td>
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<tr>
<td>Beneficiary/Memorial Accounts</td>
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<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>526,427.61</strong></td>
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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.
School Contact Information

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<thead>
<tr>
<th>Address:</th>
<th>Hobart Road Murrumbeena 3163</th>
</tr>
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<tbody>
<tr>
<td>Principal:</td>
<td>Mrs Heather Hill</td>
</tr>
<tr>
<td>School Council President:</td>
<td>Mr Paul Winbanks</td>
</tr>
<tr>
<td>Telephone:</td>
<td>9568 1300</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:murrumbeena.ps@edumail.vic.gov.au">murrumbeena.ps@edumail.vic.gov.au</a></td>
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<tr>
<td>Web site:</td>
<td><a href="http://www.murrumbeenaps.vic.edu.au">www.murrumbeenaps.vic.edu.au</a></td>
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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school office.