

2017 Annual Report to the School Community



School Name: Moreland Primary School

School Number: 2837



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 May 2018 at 08:15 AM by John Williams (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 May 2018 at 08:10 AM by Sarah Stent (School Council President)



About Our School

School Context

Moreland Primary School is situated in Melbourne's inner urban north and serves a culturally diverse community with families originating from more than 23 countries and speaking 24 different languages. Currently we have a population of 317 students of whom 141 come from a language background other than English (LBOTE). Our Values of Respect, Responsibility, Excellence and Honesty are supported by our whole school approach to welfare and discipline. The Keys to Success (confidence, organisation, persistence, getting along and emotional resilience) is promoted through Program Achieve – You Can Do It. We have adopted the KidsMatter Primary program as a whole school approach to mental wellbeing.

The physical layout of our school is an open plan learning structure with four main learning areas accommodating Prep, grades 1/2, 3/4 and 5/6. Staff work in teams taking a whole team responsibility for every child in the cohort and accommodating each child at their individual point of need. Groupings are flexible and fluid.

We have specialist teachers in Science/Japanese, Visual Arts/Japanese, Physical Education, and Performing Arts. Our "Studies of Asia" program continues with studies of India, China, Japan and Indonesia being rotated on a semester basis.

Our curriculum priorities based on Victorian Curriculum are English and Mathematics. The use of Information Technology is embedded in curriculum planning and delivery and we are into year 10 of our One to One wireless MacBook program whereby every student in grades 3-6 has their own computer for use at school and home. A full-time ICT technician supports this program and continuing professional learning by staff provides development in this area.

Students from P-6 are provided with opportunities to develop student leadership via programs such as School Captains, House Captains, Junior School Council and Moreland Sustainability Team. Student leadership opportunities are vast with students facilitating the instalment of our solar panels and last year entering the RACV Human Powered Vehicle challenge.

Students also lead our assemblies as a development from our Performing Arts program which has contributed to student confidence leading to public speaking across P-6.

Moreland is part of the North-Western Victoria Region Hume/Moreland Schools network. It has an on-site kindergarten, Out of School Hours Care program and Playgroup.

Community initiatives we are currently involved in include:

- Resource Smart Schools
- Ride/Walk 2 School
- Sunsmart
- Rubbish Free Lunch

Whole school participation in Swimming, Life Education, Footsteps Dance Program, Camps, Twilight Sports, Family Nights and other regular incursions and excursions provide students with rich cultural, physical, scientific and artistic experiences.

Students in the senior school have contact with other schools during interschool sport competition and have established global contact with students from other schools. We have a Sister School relationship with a school in Japan and this has developed into biennial visits to Japan including to our Sister School.

Parental involvement in the school is varied and very well supported. Parents offer support in the learning areas along with organisation of a variety of events which support the learning programs as well as raising funds for the school. An annual Trivia Night is well established and our Fete occurs every two years. Other helpers in the school come from TimeHelp, of whom we currently have 3 volunteers.

The school building reflects 21st century school planning designed to facilitate best teaching and learning practice. These teaching and learning areas are open environments that contain a kitchen, library, interactive whiteboard or television, teachers' office, withdrawal areas, storage, drinking fountains, student lockers and informal seating options. The Performing Arts auditorium is heavily utilised as is the hall which is used for assemblies and Phys Ed. A lift is installed to enable access to the second storey.

The playground includes artificial turf with line markings, an adventure playground that provides safe and stimulating equipment, sandpit area, grass play surfaces and shaded passive areas with vegetable and native plant beds. The students take ownership and responsibility for environmental issues. With water tanks and community garden beds, families have the opportunity to grow their own vegetables, have formed an active parent gardening group and the Buildings and Grounds sub committee of the School Council are working hard to improve the school.



Framework for Improving Student Outcomes (FISO)

Our Framework for Improving Student Outcomes improvement initiatives for 2017 were: 1) Building Practice Excellence; 2) Curriculum planning and assessment; 3) Building Leadership Teams; 4) Empowering students and building school pride; 5) Setting expectations and promoting inclusion and 6) Building Communities.

To achieve these goals we:

- developed, documented and embedded a continuum of learning and assessment from P-6.
- Built on the effectiveness of every teacher by developing their knowledge of 'Literacy for Learning'
- Provided a differentiated learning program to engage and motivate students
- Strengthened home/school connections by expanding the utilisation of Sentral
- Utilised the Kidsmatter framework to build a whole school approach to student wellbeing

Our staffing for 2017 consisted of a Principal and Assistant Principal, .4 Leading Teacher, 11.9 Classroom teachers level 2 and 6 classroom teachers level 1. We also had 4.49 EFT Educational Support staff.

Achievement

Our NAPLAN results were again outstanding with 96.2% of our grade three students being above the national standard for reading and 92.4% above for numeracy. In Grammar and Punctuation, 92.3% were above and 88.4% in Spelling and 78.8% in writing.

At grade five, 90.4% are at or above national standard in numeracy and 88.1% in reading, 88.1% in Grammar and Punctuation, 90.5% in Spelling and 92.9% in Writing.

Our Teacher Judgements indicate 93.4% of our students at or above the expected level in English and 91.1% at or above the expected level in Mathematics. This compares to 90.7% State Median in English and 92.2 State Median in Mathematics. Maths has been a strong focus for Teacher Professional Development this year and we anticipate an increase in this level in 2018.

Engagement

Our overall school attendance was better than the State average for 2017 which was an improvement on the previous two years. We had focused attention on attendance in Prep, ones and twos for two years and this made a dramatic effect on the attendance in grades one and two with both grades attendance significantly higher than State averages. Our Prep and Grade six attendance was poor with grade six having one child who missed 35 days and others who had overseas holidays effecting the average. Similarly, a few preps with high absences effected their average attendance.

In 2017 we put in place a practice of emailing families of unexplained absence students by 10am when rolls had been marked. We were also in constant contact with DHS regarding a family of two students who had chronic absenteeism. Both of these measures contributed to our improved attendance.

Wellbeing

Our Student Attitude to School survey indicates that we are well above State Median in our student's' Sense of Connectedness to School with 92.43% endorsement compared to State Median of 82.07%. 87.99% of our students Agree or Strongly Agree that we do well in the Management of Bullying.

During the year we continued the rollout of the KidsMatter program and the You Can Do It program and all teaching staff are trained at Level 2 for First Aid and all staff completed Anaphylaxis and Asthma training.

For more detailed information regarding our school please visit our website at www.morelandps.vic.edu.au



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| School Profile | |
|--|--|
| <p>Enrolment Profile</p> <p>A total of 329 students were enrolled at this school in 2017, 148 female and 181 male.</p> <p>37 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p> | |
| <p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p> | |
| <p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> | |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Achievement | Student Outcomes | School Comparison |
|--|---|-------------------------------|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p> <p>Results: Mathematics</p> | <p> Similar</p> <p> Lower</p> |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Achievement | Student Outcomes | School Comparison |
|--|---|--|
| <p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Lower</p> |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Achievement | Student Outcomes | School Comparison | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|----|-------------------------|-----|-----|----|---|
| <p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>33%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>44%</td> <td>44%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>55%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>70%</td> <td>6%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>52%</td> <td>39%</td> <td>9%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 39% | 33% | 27% | Numeracy | 44% | 44% | 13% | Writing | 21% | 55% | 24% | Spelling | 24% | 70% | 6% | Grammar and Punctuation | 52% | 39% | 9% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 39% | 33% | 27% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 44% | 44% | 13% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 21% | 55% | 24% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 24% | 70% | 6% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 52% | 39% | 9% | | | | | | | | | | | | | | | | | | | | | | | |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | | | |
|--|------------------|-------------------|------|------|------|------|-----|------|------|------|------|------|------|------|---|---------------------------------|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>91 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>90 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 91 % | 94 % | 93 % | 94 % | 93 % | 93 % | 90 % | <p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 91 % | 94 % | 93 % | 94 % | 93 % | 93 % | 90 % | | | | | | | | | | |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Wellbeing | Student Outcomes | School Comparison |
|--|----------------------|-------------------|
| <p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2017</p> | Higher |
| <p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2017</p> | Similar |

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

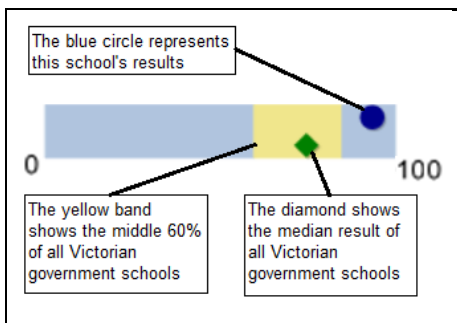
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

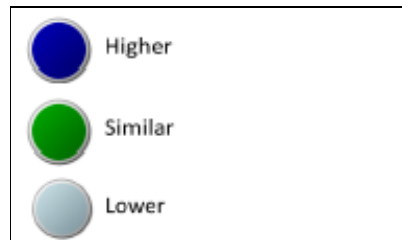


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

Our net operating deficit for 2017 was primarily due to exceeding our CRT budget by \$61000 due to staff absences. Our major local fund raising effort was our Fete from which we generated \$25,731. This money has been set aside for major works and garden and playground improvements in the future. We initiated a tax-deductible Building Fund to which parents contributed \$36,314 and this has been set aside for painting and carpet replacements next year. Our Equity Funding of \$32,591 was used to subsidise families who could not afford book fees, computers, camps, excursions and swimming. Of the Government Provided DET Grants, \$233,732 was for kindergarten administration including wages and of the Locally Raised Funds, \$151,326 was money in, money out for MacBooks, swimming, camps, tours and excursions.

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2017 | | Financial Position as at 31 December, 2017 | |
|--|--------------------|--|------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$2,433,836 | High Yield Investment Account | \$25,913 |
| Government Provided DET Grants | \$504,524 | Official Account | \$6,949 |
| Revenue Other | \$27,656 | Other Accounts | \$181,218 |
| Locally Raised Funds | \$420,926 | Total Funds Available | \$214,080 |
| Total Operating Revenue | \$3,386,942 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$32,591 | | |
| Equity Total | \$32,591 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$2,427,511 | Operating Reserve | \$159,121 |
| Books & Publications | \$5,559 | Capital - Buildings/Grounds incl SMS<12 months | \$35,000 |
| Communication Costs | \$6,904 | Maintenance - Buildings/Grounds incl SMS<12 months | \$33,653 |
| Consumables | \$84,045 | Cooperative Bank Account | \$17,623 |
| Miscellaneous Expense ³ | \$288,746 | Revenue Receipted in Advance | \$6,370 |
| Professional Development | \$40,063 | School Based Programs | \$49,548 |
| Property and Equipment Services | \$262,300 | School/Network/Cluster Coordination | \$2,105 |
| Salaries & Allowances ⁴ | \$251,041 | Other recurrent expenditure | \$7,500 |
| Trading & Fundraising | \$43,588 | Asset/Equipment Replacement > 12 months | \$10,000 |
| Travel & Subsistence | \$219 | Total Financial Commitments | \$320,921 |
| Utilities | \$27,452 | | |
| Total Operating Expenditure | \$3,437,430 | | |
| Net Operating Surplus/-Deficit | (\$50,488) | | |
| Asset Acquisitions | \$0 | | |

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.