

2018 Annual Report to The School Community



School Name: Moreland Primary School (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 Registration 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 2018 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 24 April 2019 at 11:54 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 Registration 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 2018 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 26 April 2019 at 04:12 PM by Vikki Nash (School
Council President)

About Our School

School context

Moreland Primary School is situated in Coburg, which is a suburb in the inner urban north of Melbourne. The physical layout of the school is an open plan learning structure on two storeys with four main learning areas accommodating multi-age classes of Prep, Year 1/2, 3/4 and 5/6. The teaching and learning areas are open environments that contain a kitchen, library and offices. The school has an auditorium used for performing arts, assemblies and physical education lessons. The school grounds include an artificial turf playground, an adventure playground, a sandpit area, grass play surfaces and shaded passive areas with vegetable and native plant beds.

Moreland Primary School's vision is to be a community of inclusive, innovative and inspired learners. Our mission is to:

- Create a culture of shared goals, trust and high expectations for all.
- Embrace an environment that is open, safe and welcoming.
- Promote and develop student voice and agency to drive action.
- Provide an engaging and challenging curriculum which promotes exploration, risk-taking and creativity.

Supporting the MPS Vision and Mission are three core values: Respect, appreciating diversity and being considerate of how people think and live; Responsibility, empowering students to take ownership of their learning and actions; and Resilience, continually strengthening our capacity to understand challenges and create new possibilities. These values drive our culture of positive relationships, diversity and empowerment and convey the beliefs that positively influence our behaviour and the way we interact with individuals, groups and communities.

The school's socio-economic profile based on families' occupations and education is considered in the 'high' range.

The school curriculum reflects the Victorian Curriculum framework, with specialist programs in the visual and performing arts, physical education and a language other than English program (Japanese) is delivered through science and visual arts specialist classes. A range of extra-curricular activities are provided which include sport and performing arts. The school has a one-to-one laptop program from Year 3 to Year 6 students.

Framework for Improving Student Outcomes (FISO)

Our school focus for 2018 was around the FISO improvement initiative of 'Building Practice Excellence' with our key improvement strategies being:

- 1) Develop, document and embed a continuum of learning and assessment from years Prep to 6 in writing and mathematics.
- 2) Build the effectiveness of every teacher by developing a common language and implementing an agreed research-based classroom instruction model across the school.
- 3) Provide a differentiated learning program that engages and motivates students.

'Literacy for Learning' was adopted as our research based classroom instruction model across the school and extensive professional learning was undertaken by teaching staff.

Our numeracy professional learning was provided in an ongoing basis by our Learning Specialist and our numeracy achievements continued to improve.

Achievement

Our targets for both Writing and Maths (number) were for Teacher Judgements to indicate 25% or more above the expected level and less than 20% below expected level.

In Writing, whilst only 21% achieved above expected level, 90% were at or above expected level which

compared favorably to Similar Schools (90%), Network (83%) and State (87%)
 10% of students were below expected level,
 In Number, 31% achieved above expected level, whilst 91% achieved at or above expected level compared to Similar Schools (93%), Network (87%) and State (91%)

Engagement

Our goal was to engage all learners in a rich, relevant and challenging learning environment as they transition through the school and our targets were to improve our Student Attitude to School survey results in; student motivation, stimulated learning, learning confidence and teacher effectiveness.

Student motivation:	MPS 93%	Similar Schools 83%	Network 83%	State 83%
Stimulated learning:	MPS 88%	Similar Schools 82%	Network 79%	State 81%
Learning Confidence:	MPS 87%	Similar Schools 82%	Network 81%	State 82%
Teacher effectiveness:	MPS 91%	Similar Schools 87%	Network 85%	State 86%

Our attendance across the school has continued to improve with average days absence across the school for the past three years being: 2016; 15.8 days, 2017; 15.05 days and 2018; 14.5 days

Wellbeing

Our goal was to engage all learners in a rich, relevant and challenging learning environment as they transition through the school and our targets were to improve our Student Attitude to School survey results in; Teacher empathy, School Connectedness, Classroom Behaviour, and Bullying

Teacher Empathy	MPS 85%	Similar Schools 77%	Network 76%	State 76%
School Connectedness	MPS 90%	Similar Schools 81%	Network 80%	State 81%
Classroom Behaviour	MPS 91%	Similar Schools 80%	Network 76%	State 80%
Not Experiencing Bullying	MPS 78%	Similar Schools 57%	Network 54%	State 55%
Endorsement of Teacher Management of Bullying	MPS 95%	Similar Schools 81%	Network 79%	State 81%

Our Key Improvement Strategy to achieve these outstanding results was to 'Provide a broader range of opportunities for student voice, leadership and reflection particularly at year 5 and 6 including a process for setting challenging goals and effective feedback for every student'

Financial performance and position

Our surplus of \$37137 includes \$36446 donated to the Building Fund by parents. These funds plus the balance from previous years will be spent in 2019 on our courtyard redevelopment project.

Funds received in advance reflects \$42465 funds to be transferred to the kindergarten management and \$8000 in Long Service Leave for local employees.

Locally raised funds of \$449774 include subject contributions of \$147938, fundraising of \$76,491, along with monies received for camps, excursions etc. of \$101288. Hire of facilities was \$12727 and \$26970 was from parent group fundraising.

DET grants included \$165726 for kindergarten wages.

For more detailed information regarding our school please visit our website at
[http://www.morelandps.vic.edu.au/](http://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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 317 students were enrolled at this school in 2018, 147 female and 170 male.

30 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	79.9	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	75.1	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.5	90.1	82.6	95.3	Similar
Mathematics	91.0	91.1	84.0	96.4	Lower

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	75.5	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	71.4	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	54.8	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	51.6	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	76.8	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	75.4	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	56.0	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	50.3	54.8	39.2	71.4	Lower

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	43.5	52.2	4.3
Numeracy	65.2	34.8	0.0
Writing	36.4	45.5	18.2
Spelling	34.8	43.5	21.7
Grammar and Punctuation	21.7	56.5	21.7

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.5	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.4	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	92	93	93	95	92	92

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	90.3	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	91.3	81.7	73.8	88.7	Higher

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	95.0	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	91.5	81.8	73.7	89.7	Higher

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$2,491,098
Government Provided DET Grants	\$553,732
Government Grants Commonwealth	\$2,900
Government Grants State	\$28,080
Revenue Other	\$45,969
Locally Raised Funds	\$449,774
Total Operating Revenue	\$3,571,553

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,005
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,005

Expenditure	Actual
Student Resource Package ²	\$2,483,710
Adjustments	\$0
Books & Publications	\$5,487
Communication Costs	\$7,323
Consumables	\$60,631
Miscellaneous Expense ³	\$322,152
Professional Development	\$25,209
Property and Equipment Services	\$329,730
Salaries & Allowances ⁴	\$242,923
Trading & Fundraising	\$28,737
Travel & Subsistence	\$454
Utilities	\$28,059
Total Operating Expenditure	\$3,534,416
Net Operating Surplus/-Deficit	\$37,137
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$9,943
Official Account	\$62,624
Other Accounts	\$142,507
Total Funds Available	\$215,074

Financial Commitments	Actual
Operating Reserve	\$158,975
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,004
Funds Received in Advance	\$106,960
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$270,939

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 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.

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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').