

MORELAND PRIMARY
SCHOOL
2837



Annual Report to the
School Community
2006

School Overview

Moreland Primary School is situated on Moreland Road close to Sydney Road in Melbourne's inner urban north and serves a culturally diverse community.

The school comprises older style buildings with an abundance of room due to a reduction of enrolments over the last few years. It has 9 teaching rooms with additional areas for Art /Craft, Library, PE, LOTE and AV/ICT. It also has a multi-purpose hall area. The grounds display a balance of active and passive areas, adequate shade areas and grassed and all weather surfaces.

The school has an on site kindergarten, after school care and school holiday programs run in conjunction with Moreland City Council. Moreland Primary also hosts a Language Centre outpost in which intensive English is taught to new arrivals in the district.

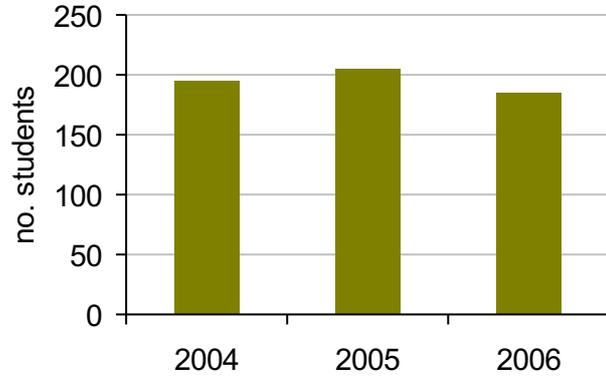
Nine teaching classes comprise the school population. Class structure is 2X P/1, 2X1/2, 2X3/4, and 3X5/6. Staffing includes a principal, two acting assistant principals (class teachers), two leading teachers, 4 classroom teachers and three part time LOTE teachers. The school also has a PE teacher and a part time art teacher. The language outpost teacher and various teacher support personnel are also at the school.

Moreland is a Like School Group category 9 with a high proportion of families receiving the EMA and a high proportion of students from homes with languages other than English.

Student enrolments have decreased gradually over many years since the peak enrolments during the 60s and 70s. Changing demographics, including increased housing and rental costs, has resulted in some families moving to the outer suburbs.

For the last few years the enrolments have been in the 170 to 200 band

Total students enrolled in school



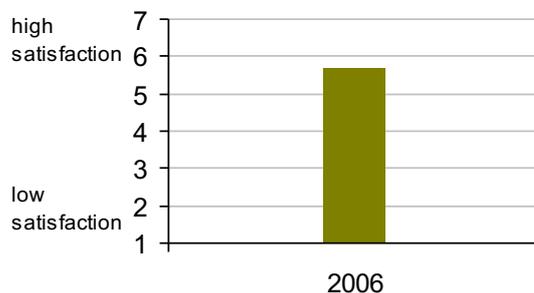
Parent Survey

The average score for parent satisfaction with Moreland Primary is 5.9, where 7 is the best possible score.

Parent survey data showed a generally high level of support for the school in the area of student wellbeing and engagement.

The school was seen as caring by parents and they reported that students were happy and secure at the school

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



Previous school charter priorities have resulted in the development of effective literacy and numeracy programs. An Integrated curriculum (P-6 scope and sequence of units of work and approaches) and a Thinking Curriculum Framework. Introduction of the Victorian Essential Learning Standards has been progressive and ongoing.

A web based assessment and reporting program has been introduced, taking into account the government revised reporting guidelines. These areas will provide further opportunities for staff and program development.

A whole school approach to welfare and discipline is implemented. The Keys to Success (confidence, organisation, persistence, getting along with others) is promoted through Program Achieve –You Can Do It. This provides a useful living and learning platform.

Involvement in the Continuous School Improvement program (2005-6) has resulted in the use of quality tools, systems, and processes to improve the teaching and learning environment. The STARTUP program was introduced in 2006 and will be an ongoing feature of classrooms. Students identified their own classroom values and this was a precursor to involvement of the school community in identifying the 4 key values for Moreland PS.

Students are encouraged to be actively involved in their own teaching and learning and to contribute to the design and operations of their classroom. Student leadership and development opportunities are promoted across the whole school.

Staff at Moreland are very experienced, professional and work in effective and supportive teams. The appointment of 2 graduates in 2006 gave a different look to the staffing profile. Moreland is part of the Moreland schools network.

Staff survey

The average score for teacher satisfaction (morale) at Moreland Primary was 4.2 on a scale from 1 to 5 where 5 is the best possible score.

The average number of days absent per teacher was 4.93 well below the state benchmark mean of 6.73

Of the 15 ongoing teaching service staff at June 2005 (including those on leave without

pay), 15 or 100% were still at the school at June 2006. This figure across Government schools was 91%.

Opportunities for all staff to be involved in networking and collaboration with other schools have been encouraged. All teaching staff have participated in professional learning

- Teachers as questioners- Michael Pohl
- Soundwaves whole school approach to spelling.
- Sound house – Digital movie making. Claymation / Animation
- Introduction of principles of teaching and learning (POLT) as a key reference for improving teacher skills, knowledge and effectiveness.
- Professional readings
- Victorian Essential Learning Standards
- Web based reporting system
- Continuous School Improvement workshops on OFIs (opportunities for improvement) and Quality tools.
- Staff members pursuing their own elective individual PD.
- Mentoring program for beginning teachers.

All teachers are registered with the Victorian Institute of Teaching

Principals Report

Moreland Primary School provides the school community with a stimulating, caring and safe environment that:

- enables staff, students and parents to acquire respect for themselves and others
- develops the knowledge, skills and attitudes to allow them to achieve their full potential
- promotes a desire for lifelong learning and continuous improvement
-

Moreland PS is a reference school in the *Fun'n Healthy in Moreland* project and has benefited by the involvement of a community project officer working with parents, staff and students. This project is now in the 2nd year of a 5 year cycle.

In 2006 two graduate teachers were employed, one as a Physical Education teacher to increase student's physical activity and fitness. The second graduate teacher was employed to reduce class sizes in the grade 5/6 area to improved student and teacher connectedness.

In the playground, students enjoy access to an adventure playground and sandpit area, asphalt and grass play surfaces, and shaded passive areas. Students are encouraged to care for the planet through environmental management programs.

Taking into consideration student, parent, staff and community opinion we have reduced current school values from 15 to 4.

**Respect, Responsibility,
Doing your Best, Success for all.**

Moreland Primary recognises the value of building partnerships between the school, home and community. Parental involvement is encouraged in a range of areas.

Visitors to the school often comment on the excellent school tone and the manner in which the children are tolerant of, and cooperative with, each other. This reflects the teaching and learning programs which respond to student needs and which is underpinned by a Whole School Approach to student welfare and discipline.

Our school motto is 'achieving together'

School Council President's Report

I have been asked to make a report on the year that was 2006 at MPS.

I am always pleased to see the well behaved children as I make my way around the school and see that the children are trying to adhere to the School values which are Respect, Responsibility, Doing your best and Success for all.

The Library Technician was a very welcome addition to the staff last year as was the addition of the PE teacher.

It was however sad to say goodbye to Kevin O'Hehir (Principal) at the end of 2006, but I look forward to working with the new Principal when they are appointed.

Maria Larubina

Student Progress & Achievements

Student Learning

AIM (Year 3&5 Number)

The Grade 5s mean at 3.3 was again above LSG (3.1) but is also above the state mean of 3.2. In Gr. 3 the student mean at 2.5, is above the LSG (2.3) for the first time in 3 years and is also above the state mean of 2.4.

We believe that in the past, students in Grade 3 were disadvantaged as they were not used to multiple choice or formal assessment tasks such as AIM. Also, our high proportion of NESB /LOTE students have more difficulty comprehending problem solving and word based tasks. In 2006, teachers in grade 3 also ensured students had more experience with a variety of assessment tasks. By the time students get to Grade 5, they have developed more experience and confidence with formal assessment tasks. The **Scaffolding Numeracy Project** (Gr.4-6) has also continued to impact on our maths teaching strategies with it's focus on in depth understanding and use of authentic tasks.

We also noticed that when our grades 5s were in grade 3, in 2004, they performed below the LSG mean. However, over the 2 years, they improved their performance. This was also the trend for gr.3s in 2002 when they became gr.5s in 2004 and the same from 2003 to 2005.

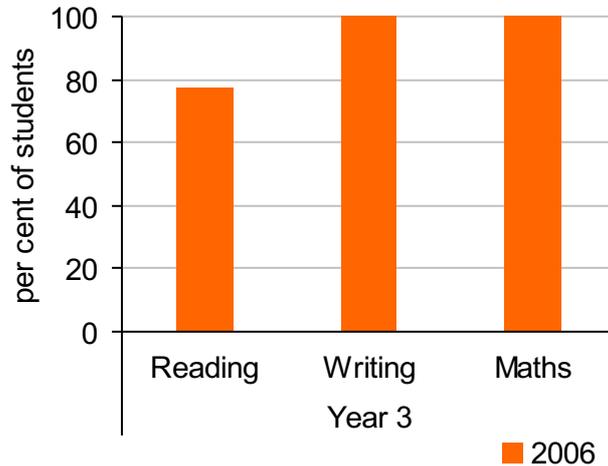
The matched cohort Year3, 2004 and Year 5, 2006 showed a good average growth of 1 CSF unit.

The instigation of a Scope and Sequence for the implementation of a **Thinking curriculum** from P-6 has also improved student engagement in maths, and other areas, through learning programs that are reflective of a range of preferred learning styles, higher order thinking and multiple intelligences.

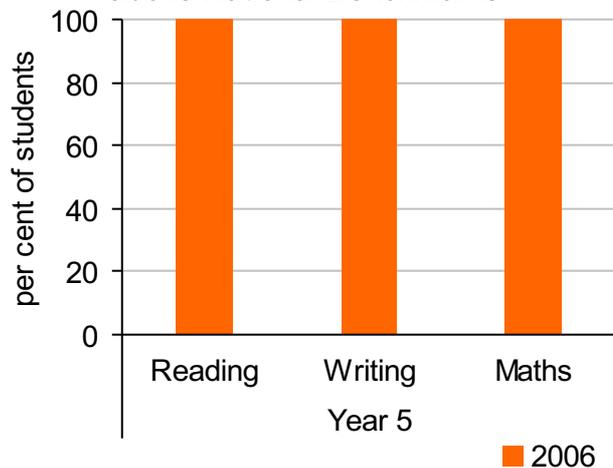
The graphs below celebrate an improvement in number standards in year 3. We intend to continue this trend by implementing a Mathematics support program in Years3 & 4 to support students identified with low achievement outcomes

We intend to continue this trend by implementing a Mathematics support program in Years3 & 4 to support students identified with low achievement outcomes, particularly those identified in the Year 3 AIM data. In 2006, Grade 5/6 teachers began assessing students using the PAT Maths test. This will continue in 2007 to ensure that students working above grade level are extended and those below expected standards are supported. Individual learning plans will be developed and implemented. Graphs also identify the positive result that 100 % of students are achieving at or above National Benchmarks in Maths for both

Percentage of students achieving at or above National Benchmarks



Percentage of students achieving at or above National Benchmarks



Student Progress and Achievements: **Literacy – English Language**

Following our school review in 2006 we identified the area of writing as being a key priority area for the new school strategic plan. Students were making steady progress in reading when compared with the like school group mean but continued to perform less well in the area of writing in Aim and CSF/VELS Teacher judgements.

Our goals/targets continue to be having students perform at or above the Like School mean in English with Teacher VELS judgements.

Prep – 2 Reading Benchmarking

In 2006 we exceeded like school and state wide means at Prep, grade 1 and grade 2 in all levelled texts. There has been a steady improvement in Prep from 55.2 in 2002 at level 5 to 93.5 in 2006. In grade 1 there has been a growth at level 15 text from 55.6 in 2002 to 92.6 in 2006. In grade 2 there has been a growth at level 20 text from 84.8 in 2002 to 96.4 in 2006.

VELS/CSF Teacher Assessments

Reading:

In 2006 teacher assessments in Vels revealed that at Prep level 97% of students were achieving at C and 3% at B. There were no students at A, D, or E.

At grade 2, 4 and 6 levels there was more variation across levels B, C, D with the majority of students achieving at C or B. Again no students were performing at A. At grade 6 level there were 7% of students at level E.

Writing:

In 2006 teacher assessments in Vels revealed that at Prep level 100% of students were achieving at C. In years 2, and 4 there was again more variation with most students achieving at C. In grade 6 the majority of students were achieving at either B or C. There were 7% of students at level E in writing as in reading. No students achieved A in writing.

Speaking & Listening:

In 2006, 100% of Prep students were achieving at C in speaking and listening. Again there was a greater variation in years 2 and 4 with most students achieving C. In grade 6 achievements ranged from 36% at B and C and 21% at D to the same 7% achieving at E. As in both reading and writing domains no students achieved A in speaking and listening.

NB. No state and like 2006 school benchmarks will be available for comparison until June 2007.

AIM (Year 3 & 5 Reading)

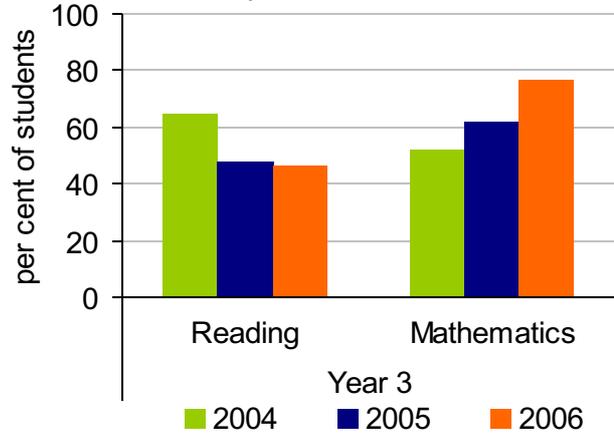
In 2006 the AIM results showed our year 3 students were .2 below like school mean. While this figure is below like school mean there has been an improvement since 2005 when the variation was .4 below like school mean.

Our students in grade three have not experienced multiple choice style questions and due to the high proportion of NESB/LOTE students comprehension skills are not as well developed in English at this level.

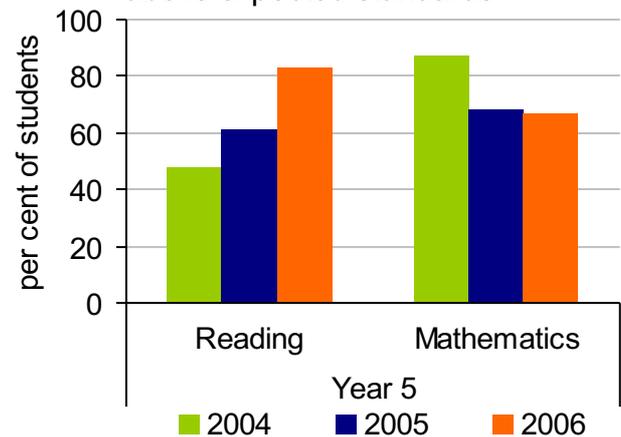
Our grade 5 results were above both the like school by .6 and state wide mean by .4.

These results reveal students are developing higher order thinking skills and are better prepared for more formal assessment tasks by grade 5.

Percentage of students achieving at or above expected standards



Percentage of students achieving at or above expected standards



Student Pathways and Transitions

The school generally has developed a sound transition program from Kindergarten to Prep and have many good strategies in place.

Factors contributing to this include:

- Tours of the school and information sessions are provided for prospective parents.
- Orientation and transition activities are conducted to enhance confidence of students enrolled to begin prep.
- Kindergarten children are matched with a Year 5 Buddy during orientation and retained as a Year 6 Buddy when children have begun school.
- Exchange of student information occurs between Kindergarten and school

While the transition from kindergarten to the primary school is working quite well, the school believes it can build a stronger and more effective partnership between the on-site kindergarten and the school. Hopefully this would encourage families to consider enrolling their child at Moreland primary school. Currently only 10% of the children who attend Moreland kinder are enrolled at Moreland Primary school. More regular transition planning meetings as well as a greater level of mutual exchange between the two sites would further improve the student transition to Prep grade from kindergarten.

The school is keen to establish regular dialogue with the new kindergarten director and to encourage visits from the Kindergarten children to the primary school for special events during the year.

The school allocated sufficient resources to establish good student transition practices. Coordinators were appointed to facilitate the transition and orientation programs for kindergarten-prep and for Year 6-Year 7.

Meetings between the primary school transition coordinator and the secondary school coordinator have been effective and the school has encouraged its students to attend the secondary school transition program.

Visits and excursions to local secondary colleges were also conducted to support the student transition program. 85% of the grade 6 students were accepted and enrolled at Brunswick secondary College and 15% enrolled in local government and non- Government Secondary schools for 2007.

The Language Outpost, in conjunction with the Collingwood English Language Centre, is housed at the school and is accessed by newly arrived students from Moreland and other surrounding schools. This has been a valued asset for the schools in helping students make the transition from other cultures to Australia.

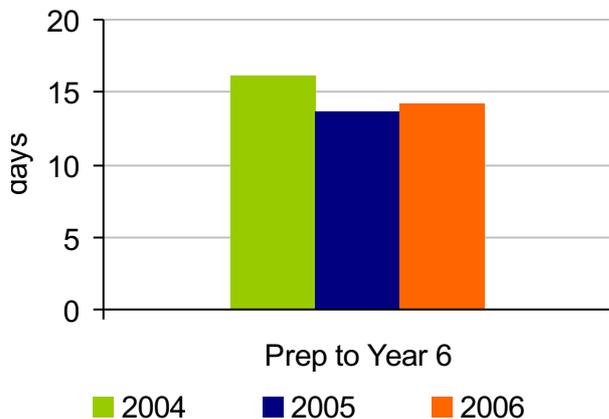
Student Engagement and Wellbeing

Moreland Primary School has developed some excellent programs and strategies to improve the wellbeing of its students and have also identified some significant areas where student engagement and connectedness has been encouraged.

The school also worked hard to try to reduce the rate of student absence. While some very good reduction in absence rates has occurred in the last two years the school still has three year levels where absence rates remain well above the state benchmark means. Reasons for high absenteeism have been categorised as follows:

- Parent / student choice.
- Families living outside immediate area of Moreland, Coburg and Brunswick e.g. travel issues.
- Increased confidence in overseas political climate therefore families more willing to travel

Average number of absent days per student



Absence rates are high enough in some grade areas to be of concern and so an “It’s Not Okay to be Away” program will be developed and implemented to build on the strategies already in place.

The school was seen as caring by parents and they reported that students were happy and secure at the school.

Parent and community volunteer support for assistance programs such as ‘Bridging the Gap’ has been well supported and the school has developed an excellent support program for students.

The school was most effective in its use of resources in this area.

- Professional Development training was provided for the Primary welfare officers
- Additional employment of staff provided high levels of curriculum support for students.
- The Student-led Continuous School Improvement project in conjunction with Junior School council investigated and trialled a before school outdoor activity program to encourage students to come to school and in particular arrive at school before 9:00am. This was very successful.

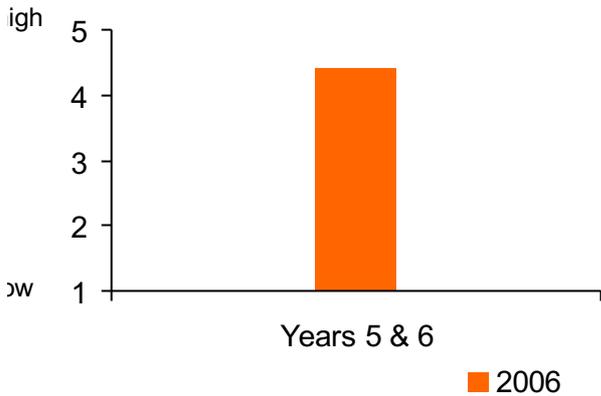
The school has implemented a number of programs and activities to support student engagement and wellbeing.

Programs and activities used to achieve the intentions of the charter in this area were quite extensive. Such programs as “You Can Do It” and the start up program have provided an excellent social skills framework for teachers.

The Middle Years student surveys indicate that Student connectedness, to the school and teachers, is at a high level and reflects the excellent Middle Years programs in place, and the work of staff associated with them.

2006 Attitudes to schools survey-Years 5 & 6

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



Student connectiveness to school is 4.2 where 5 is the best possible score.

School means plotted against distribution of all primary schools

- Teachers and learning were at or above the 90th percentile
- Student wellbeing was above the 90th percentile
- Student relationships were at or above the 75th percentile.

In 2005 student consecutiveness to peers was below the 10th percentile and needed developing.

A recommendation for 2006 was to reduce class sizes in grades 5 & 6.

In the 2006 student survey; student consecutiveness to peers was above the 60th percentile.

A student Leadership program and the Junior School Council promoted student involvement in the school decision-making.

- Resources were targeted to provide assistance in areas of need such as reduced class sizes in the middle years.
- Thinking Curriculum resources were boosted to enable teaching teams to plan rich tasks for students in order to promote the engagement of students in their learning.

Future Directions

2007-2009 Strategic plan

*A whole school focus on teaching and learning with a strong emphasis on building student motivation to learn. Teachers are advised to fully embrace the Principles of Learning and Teaching in their teaching and to adjust the school's curriculum and assessment practices to the Victorian Essential Learning Standards.

*Moving along the journey of eventually gaining accreditation as a Performance and Development culture school.

*Maintain the excellent "Thinking Curriculum" and You Can Do It" programs which are embedded into the whole school.

*Reporting student achievement according to the DE&T reporting guidelines. The school will continue to use the web based reporting program.

*Plan and implement strategies that will promote increased physical activity, healthy eating patterns and habits, and general health & wellbeing

LOTE

The school has responded to changes in LOTE funding by reducing LOTE teaching in the 3 Languages.

In 2007 Italian and Arabic LOTE programs will continue to be implemented. Opportunities for Turkish cultural activities will be explored.

Investment in our schools program- Grant

This project will provide student access to modern equipment that will enable exciting teaching and learning activities.

The conversion of 2 rooms into a computer lab and conference type room with data projector and interactive whiteboard facilities. The installation of appropriate computer tables and gas lift chairs that can be adjusted to meet student's physical needs.

It will allow flexibility in delivery of ICT curriculum (from kindergarten to year 6) and improve the cramped and inadequate computer lab that currently exists

ONE YEAR TARGETS

Student Learning

1. Improve student literacy particularly in the writing dimension, and in spelling.

2. Improve student standards in the number dimension of numeracy.

- To improve classroom teaching and learning practices in Maths and English, each teacher
- To ensure that parents have active involvement in school programs and activities, the Family Maths Night will be re-introduced to the school community.

Improved performance in Writing for students in Years Prep and 6

Whole School approach to spelling. .

- Target students in 3/4, identified by AIM data as below standard, with an individual maths support program.

Set up a Data Base using Nelson Maths Assessment, to enable teachers to monitor student progress.

Student Engagement and Wellbeing

1. Strengthen the students' sense of connectedness to school and to peers, to improve self esteem perceptions and to promote a stronger sense of engagement in their learning.
2. Continue to utilise the support of parents and community helpers, trainee teachers, work experience students and other interested adults willing to volunteer their time and expertise to our school.

- information nights –term1
- Successful attendance at parent nights and activities
- Staff to complete consensogram; start up program, term 1 & term 4. 2007
- Document classroom, start up program
- Year 5&6 students to complete Attitudes to school survey
- Attended Young Leaders conference
- Consultative practices continue to implement consultative & effective decision making practices.
- Development of 'A day absent is a day's learning lost forever, program

(It's not Okay to be away) -Action plan

Student Pathways and Transitions

1. Improve kindergarten to school transition for students with a focus on developing a stronger sense of partnership between the kindergarten and the school.

- Kinder students to attend some school based activities e.g. theatrical activities
- Implement kinder/ school classroom visits. X-2
- Continue with 'Buddy Program'
- Improved or stabilised student enrolments
- Parent information sessions.
- Prep transition four sessions – one per week.

Performance and Development Culture

- Develop a plan towards establishing and sustaining a performance and development culture in the school. Improve teacher practice through the Principles of Learning and Teaching, using Performance and Development Culture Accreditation and P.D.
- Ensure high quality teaching and learning practices are being utilized, enabling students to be aware of their preferred learning styles and achieve expected outcomes.
- The provision of a comprehensive curriculum, incorporating both focused teaching and the integrated curriculum model.

Financial Performance

In this section, the school should reflect on their financial performance and how this supported their plans for improvement.

Financial Performance for the year ending 31st December, 2006		Financial Position as at 31st December, 2006	
Revenue	2006 Actual	Funds Available	2006 Actual
DE&T Grants	255737	High Yield Investment Account	162692
Commonwealth Government Grants		Official Account	27977
State Government Grants	27999	Other Bank Accounts(listed individually)	
Other	44030	Total Funds Available	190669
Locally Raised Funds	76538	Financial Commitments	2006 Actual
Total Operating Revenue	404304	Accounts Payable Control	9520
		Camps/Excursions	2510
Expenditure		Building/Grounds including SMS	40000
Salaries and Allowances	105303	Special Programs inc Student Services	
Bank Charges	170	Region /Clusters Funds	4500
Consumables	58920	Professional Development	21277
Books and Publications	6068	ooshc	3000
Communication Costs	8564	Consumables /Computer	42000
Furniture and Equipment	59956	School Operating Reserve	41262
Utilities	27599	Trading Operations	2500
Property Services	103620	Communications/Utilities	10600
Travel and Subsistence	1998	Books	6500
Motor Vehicle Expenses		Assets	7000
Administration	4611	Total Financial Commitments	190669
Health and Personal Development	1867		
Professional Development	39458		
Trading and Fundraising	13883		
Support/Service	944		
Miscellaneous	24651		
Total Operating Expenditure	457642		
Net Operating Surplus/- Deficit	-53338		
Capital Expenditure (Cases 21 Finance Only)	2132		
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			

Financial Performance

- Through program budgeting processes, Curriculum, Administration and Support programs were resourced. Budget submissions based on the 2 curriculum priorities (Thinking Curriculum, Numeracy) were resourced as requested by the program leaders. Relatively significant funds are allocated to Literacy programs.
- Although enrolments have declined gradually over a period of time at no stage did a deficit (or excess) staffing situation, impact negatively on school resources.
- An annual financial audit confirmed the sound financial management practices in the school
- The student population has decreased slightly which results in fewer funds each year. It is sound financial management to have reserve funds tagged for maintenance of facilities, depreciation and replacement of equipment and to cater for unexpected costs associated with things such as electrical tagging and other occupational health and safety compliance costs.
- An annual stock take and asset register update indicated accountable and responsible utilisation and monitoring of resources.
- Two graduate teachers were appointed in 2006 – Grade 5/6 classroom teacher & Physical education teacher.
- Library Technician employed 3 days a week.
- Intervention programs to support students at risk in literacy acquisition i.e. Reading Recovery, Bridging the Gap, Language Development and Literacy support programs
- In 2006 the Student Resource Package indicated that LOTE funding would be cut considerably. Strategies for LOTE provision, in line with funding cuts and supplementation, was necessary for 2006.
- Computer equipment “ages” quickly. Funds used to buy and maintain technologies place a strain on school resources. School Council approved funds to the value of \$45,000.00 to replace and update school computer, providing access to state of the art equipment.
- It is a challenge to maintain all of the buildings and facilities (100% over entitlement).
 - Subsidise the cleaning contract.
 - Ongoing maintenance, painting and repairs of school buildings and grounds.
 - A part time handy man was employed for Maintenance, repairs and manual handling.

School Contact Information

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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 (insert school contact details).