

2009 Annual Report to the School Community

Moreland Primary School

School Number: 2837



Every
child,
every
opportunity



Moreland Primary School

Moreland Primary School is situated in Melbourne’s inner urban north and serves a culturally diverse community speaking 23 languages. Our transient population is changing to include a larger Asian influence. 133 of our current 161 children come from a language background other than English (LBOTE).

During 2009 we have had 8 classes working in teams. Our juniors consisting of two P/1 and two 1/2 classes and our senior school with two 3/4 and two 5/6 classes. We have been able to have specialist teachers in Physical Education, Visual Arts, Performing Arts and LOTE (Arabic and Italian). Our staff has also included a maths and an ICT coach. We have 10.4 equivalent full time teaching staff, 3.8 education support and 1 Principal. National Partnerships funding has been used to build teacher capacity in Literacy and Numeracy interventions.

Our curriculum priorities have been English and Mathematics and we have continued our focus on Health and Nutrition, Sustainability and the Environment and Information Technologies. All children in grades 3-6 have their own MacBook computer for use at school and home.

11 of our 13 Program for Students with a Disability (PSD) students showed progress at satisfactory or above in achieving their individual goals.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>The overall School Performance Summary data indicated that we are performing at a similar level to other schools given our student cohort and mainly within the middle 60% band of Victorian government primary schools. However, the Year 5 NAPLAN Reading results were higher than predicted, after accounting for background influences known to make a difference to student results, which is very pleasing.</p> <p>The high ratio of children from a LBOTE has shaped our curriculum in the junior grades with a priority being given to developing speaking and listening skills. Our data clearly shows that our focus continues to be the learning of English.</p> <p>The experienced staff at Moreland PS have ensured consistently that by the time students reach grade 5 they are performing at a higher level than predicted accounting for student background characteristics in reading according to NAPLAN data.</p> <p>Numeracy has been a focus for staff this year and our data indicates consistent performance within the middle 60% band of Victorian government primary schools.</p>	<p>Our data clearly shows that our attendance is well below the state mean accounting for background characteristics. We feel strongly that our students will attain even higher results if they attend school more regularly and this will be a major priority in 2010.</p> <p>By comparison, our student attitude to school data indicates that our students have a higher opinion of our school, their teachers and their learning than predicted compared to other schools on adjusted school performance.</p> <p>The engagement of our students in their learning has been a major focus this year with the introduction of a one on one MacBook program for all students in grades 3 - 6. This has resulted in a major shift in the style of teaching utilised by teachers in the classrooms and a clear improvement in the students' 'time on task'.</p> <p>A major focus will be to continue to engage parents in the conversation about school attendance and put in place strategies that will raise attendance levels by strengthening the partnership between home and school.</p>	<p>Enrolments from our onsite kindergarten have increased over the past three years with 16 children continuing into grade prep for 2010. We conduct an extensive orientation program for them with a parent orientation night held in November prior to the children beginning their three week program of familiarisation. During this time they get to meet their teachers and become familiar with the school environment. For 2010 we anticipate 35 preps which indicates a continued rise in the school's population.</p> <p>Parental involvement, particularly of junior students has improved dramatically over the past two years with up to 20 parents meeting regularly for coffee at school. This has been an important aspect of a changing community attitude to the school resulting in increasing enrolments.</p> <p>Our grade six children continue to choose a wide range of secondary schools, with this year's grade 6 choosing eight different schools for next year. We support this transition through a range of connections between the school, the home and the secondary colleges.</p>

For more detailed information regarding our school please visit our website at www.morelandps.vic.edu.au
or view our Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>



Moreland Primary School

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.



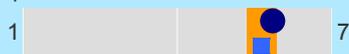
2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



School Profile

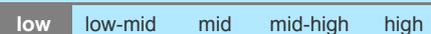
- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.

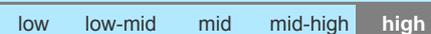


- Overall socio-economic profile



Based on the school's Student Family Occupation index which takes into account parents' occupations.

- Proportion of students with English as a second language



- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

- 161 students (71 female, 90 male) were enrolled at this school in 2009.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2008



Results: English and Mathematics 2007 - 2008 (2-year average)



Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



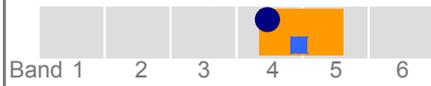
4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

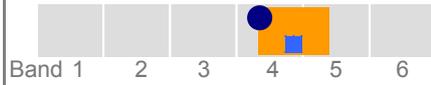
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2009



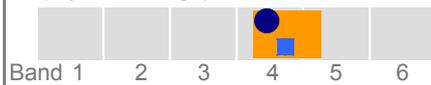
Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

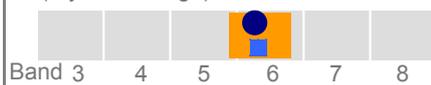
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

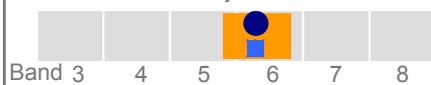
Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



Moreland Primary School

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Engagement and Wellbeing

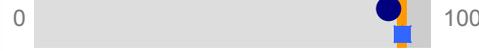
6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2008 attendance rate by year level:

Student Outcomes

Results: 2008



Results: 2005 - 2008 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
89%	92%	85%	91%	89%	90%	90%

School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2009



Results: 2006 - 2009 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2009

The Victorian Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **front page** summarises your school's performance

The **second and third pages** provide a detailed breakdown of each of the result areas.

The **fourth page** outlines what your school is doing to improve its results.

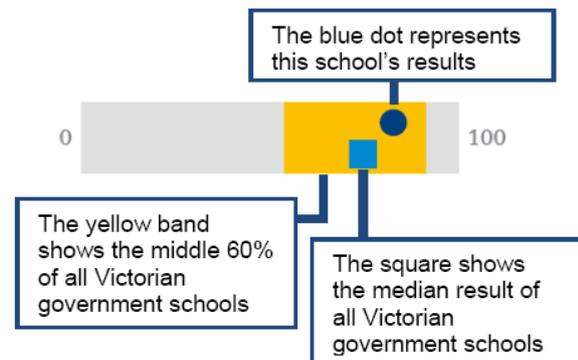
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also shows results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a new and different way of comparing school performance. It takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

www.education.vic.gov.au/aboutschool/

School Comparison



What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Moreland Primary School

School Number: 2837

Financial Performance – Operating Statement Summary for the year ending 31st December, 2009

Revenue	2009 Actual
Departmental Grants	\$612,147
Commonwealth Government Grants	\$112,501
State Government Grants	-\$8,513
Other	\$67,236
Locally Raised Funds	\$64,760
Total Operating Revenue	\$848,131

Expenditure

Salaries and Allowances	\$77,846
Bank Charges	\$206
Consumables	\$25,570
Books and Publications	\$1,536
Communication Costs	\$11,548
Furniture and Equipment	\$63,709
Utilities	\$17,676
Property Services	\$152,547
Travel and Subsistence	\$4,709
Motor Vehicle Expenses	\$
Administration	\$3,211
Health and Personal Development	\$925
Professional Development	\$16,388
Trading and Fundraising	\$24,435
Support/Service	\$407,046
Miscellaneous	\$39,131
Total Operating Expenditure	\$846,483

Net Operating Surplus/-Deficit

\$1,648

Capital Expenditure

\$49,402

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 Position as at 31st December, 2009

Funds Available	2009 Actual
High Yield Investment Account	\$73,903
Official Account	\$14,415
Other Bank Accounts(listed individually)	
term deposit 1	\$24,430
term deposit 2	\$24,430
term deposit 3	\$23,354
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$160,532

Financial Commitments

2009 Actual

School Operating Reserve	\$125,119
Assets or Equipment Replacement < 12 months	\$8,177
Capital – Building/Grounds including SMS < 12 months	\$
Maintenance – Building/Grounds including SMS < 12 months	\$15,600
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$1,294
School based programs	\$4,343
Region/Network/Cluster Funds	\$999
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$5,000
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
Total Financial Commitments	\$160,532

Financial performance and position commentary

As a banker school for the Technical Support to Schools program (TSSP) we hold monies identified as Departmental Grants in our accounts to pay their wages. As at December 31st the balance was \$71000. Also at the end of the year National Schools Pride (NSP) money was in our account (\$36000) to pay for our artificial turf. \$5000 was also in the account set aside to cover long service leave for local payroll employees. This accounts for our end of year surplus of \$112,645. Our revenue for the year included Commonwealth Government Grants comprising \$112501 for NSP and National partnership funding (\$17K) supplemented by the school (\$5K) to provide additional funding for Learning leaders in Literacy, Numeracy and classroom management practices.