



Department of Education and
Early Childhood Development

2012 Annual Report to the School Community

Moreland Primary School
School Number: 2837



Moreland Primary School

Moreland Primary School is situated in Melbourne's inner urban north and serves a culturally diverse community with families originating from more than 20 countries and speaking 23 different languages.

During 2012 our student population grew from 212 to 232. Our class structure was in 4 teams operating in open plan learning areas. We have continued our specialist programs in Physical Education, Visual Arts and Performing Arts. Our staff of 15.6 teachers is supported by 4.5 support staff including a full time IT technician, and part time counsellor and speech pathologist.

Our curriculum priorities were English and Mathematics and we have continued our focus on Health and Nutrition, Sustainability and the Environment and Information Technologies. Our Studies of Asia focused on Japan and India. This year our one to one MacBook program in grades 3 - 6 has continued to develop and we have introduced iPads to the P-2 area.

The school provides a broad curriculum within a secure and attractive learning environment. An After School Care program is operated by the YMCA. Other programs include Student Leadership, Life Education, and Program for Students with Disabilities. We also have Kids, Go For Your Life and Resources Smart Schools accreditation.

We are well supported by classroom helpers including parents and Time Help volunteers. We also have an active parent group who organise several whole school events.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Our 2012 Intake Adjusted Charts show our NAPLAN Reading and Mathematics Student Outcomes are higher than 1 standard deviation above Intake Adjusted schools and higher than the median of all Victorian Government Schools. The use of technology and the differentiation of learning for students have been strong influences on these results and our student leadership and performing arts programs have contributed strongly to an improvement in self confidence which has flowed through to academic achievements. We continue to have many children from LBOTE and this drives our planning and further highlights our strong academic achievement.</p>	<p>Our absence data improved this year as we stepped up the importance of punctuality and attendance. We are now only slightly below the median of all Victorian Government Schools. Our Student Attitude to School data shows that Moreland PS sits above the ninetieth percentile in 10 out of 11 criteria and the 11th is at about the 85th percentile. This is a recognition that the students at this school feel very safe and happy in their environment and with their learning. The employment of our own counsellor and speech pathologist each week has greatly assisted children's needs</p>	<p>Our enrolment continues to increase throughout the year due our school's reputation locally and internationally with prospective international students enrolling their children into MPS before they leave home. Our parental involvement is very inclusive with parents from all nationalities participating in our family cooking and playgroup activities. Local kindergartens and day care centres attended our performances, further enhancing our reputation locally.</p>

For more detailed information regarding our school please visit our website at

[enter school URL/website here]

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$1,873,040
Commonwealth Government Grants	\$
State Government Grants	\$
Other	\$111,896
Locally Raised Funds	\$127,132
Total Operating Revenue	\$2,112,068

Expenditure	
Salaries and Allowances	\$59,557
Bank Charges	\$256
Consumables	\$46,928
Books and Publications	\$7,212
Communication Costs	\$6,715
Furniture and Equipment	\$117,349
Utilities	\$25,718
Property Services	\$152,885
Travel and Subsistence	\$0
Motor Vehicle Expenses	\$0
Administration	\$14,678
Health and Personal Development	\$1,381
Professional Development	\$26,450
Entertainment and Hospitality	\$1,789
Trading and Fundraising	\$25,406
Support / Service	\$1,343,611
Miscellaneous	\$44,482
Total Operating Expenditure	\$1,874,417

Net Operating Surplus/-Deficit	\$237,651
Capital Expenditure	\$10,674

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 and position commentary

Our annual result is in surplus because we are the banker school for the TSSP project. This accounts for the \$372,060 of Network money. During the year we received \$228,000 as a supplementary maintenance grant to fund our hall and toilet refurbishments. We also received \$20,000 National Partnerships money to develop our Family Involvement Project and \$7000 for Effective Mathematics and \$7000 for Leading Conversations

Financial Position as at 31st December, 2012

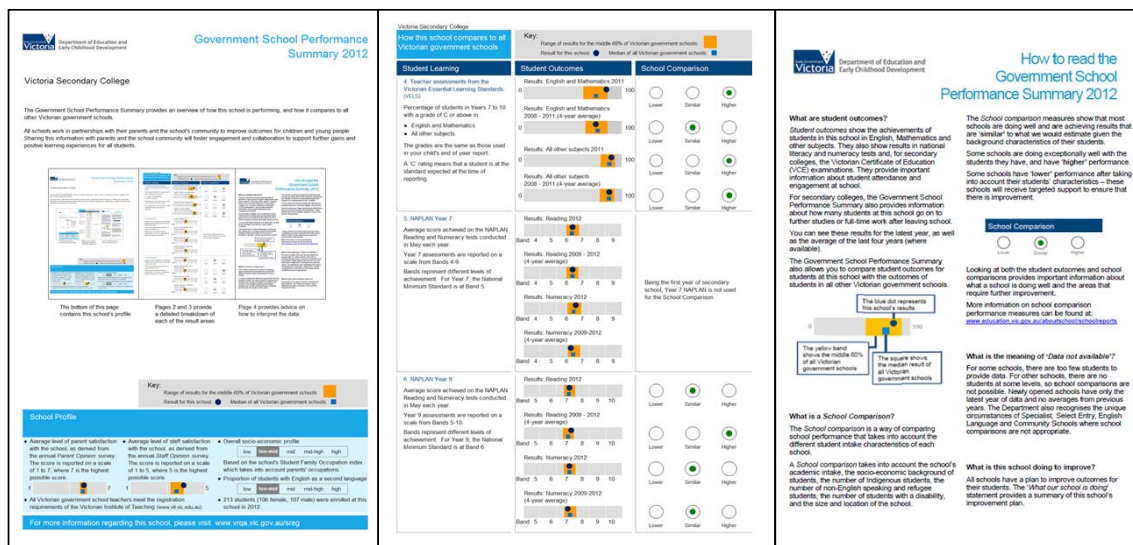
Funds Available	2012 Actual
High Yield Investment Account	\$102,142
Official Account	\$12,705
Other Bank Accounts (listed individually)	
Investment 1	\$28,718
Investment 2	\$28,718
Investment 3	\$27,545
Investment 4	\$253,082
Investment 5	\$300,000
(insert)	\$
Total Funds Available	\$752,911

Financial Commitments	2012 Actual
School Operating Reserve	\$296,533
Assets or Equipment Replacement <12 months	\$
Capital – Building/Grounds including SMS <12 months	\$
Maintenance – Building/Grounds including SMS <12 months	\$
Beneficiary / Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$
School based programs	\$
Region / Network / Cluster Funds	\$372,060
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement >12 months	\$
Capital - Building / Grounds including SMS >12 months	\$
Maintenance - Building / Grounds including SMS >12 months	\$84,318
Total Financial Commitments	\$752,911

Moreland Primary School

The 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 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.



The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

Key:

- Range of results for the middle 60% of Victorian government schools:
- Result for this school:
- Median of all Victorian government schools:


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 low low-mid mid mid-high high
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 218 students (102 female, 116 male) were enrolled at this school in 2012.

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

1. 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 2011



Results: English and Mathematics 2008 - 2011 (4-year average)



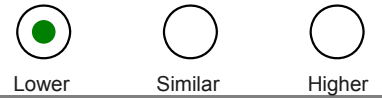
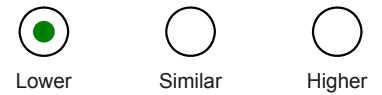
Results: All other subjects 2011



Results: All other subjects 2008 - 2011 (4-year average)



School Comparison



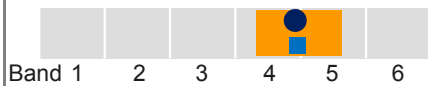
2. NAPLAN Year 3

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

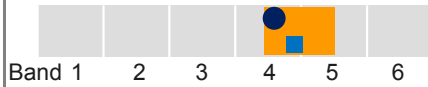
Year 3 assessments are reported on a scale from Bands 1-6.

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

Results: Reading 2012



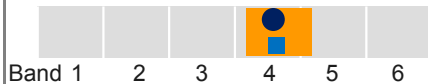
Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (4-year average)



3. 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.

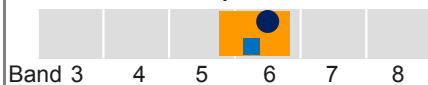
Results: Reading 2012



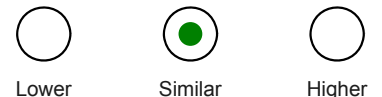
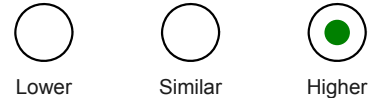
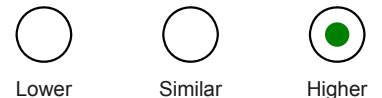
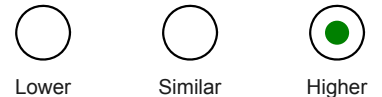
Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012






Results: Numeracy 2009-2012 (4-year average)



How this school compares to all Victorian government schools

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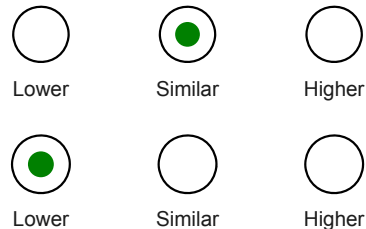
Student Engagement and Wellbeing

4. Student attendance

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



School Comparison



Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91%	93%	93%	92%	92%	91%	91%

5. 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.



How to read the Government School Performance Summary 2012

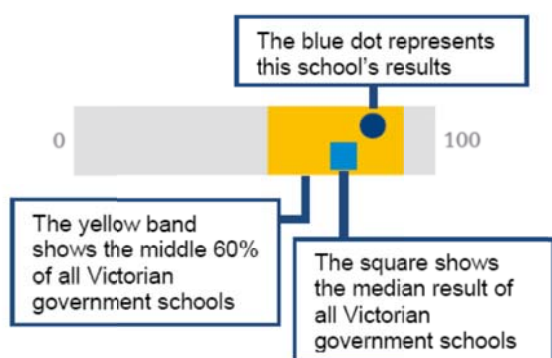
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show 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 way of comparing school performance that 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/schoolreports

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, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

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.

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Financial performance and position commentary

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Smarter Schools National Partnerships Annual Activity and Accountability Statement 2012

2837 Moreland Primary School

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership Name	National Partnership for Low Socio-Economic Status School Communities	
2012 Allocation	National Partnership for Low Socio-Economic Status School Communities (where applicable) \$10,667	National Partnership on Empowering Local Schools (where applicable)
School Co-investment	Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.	

Notes:

- *National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.*
- *Expenditure at the school level may not have been spent in the year the direct support was received.*
- *Some schools are holding funds on behalf of other schools for a group improvement project.*
- *Schools with a \$0 allocation are:*
 - *being supported by a group improvement project where the funding is held by another school, or*
 - *receiving funding in subsequent years.*

The school is participating in the following initiatives to support the achievement of its goals and targets:

2012 Low Socio-economic Status School Communities National Partnership Initiative Details

Building leadership capacity (coaching, professional learning)
 Building teacher capacity (in-school support/coaches)
 Building teacher capacity (professional learning opportunities)
 Improved monitoring of student performance information
 Timely student intervention and support
 Enable and enhance the capacity of families to be engaged in learning

2012 Empowering Local Schools National Partnership Initiative Details

Not applicable