

**2013 Annual Report to
the School Community**

Moreland Primary School

School Number: 2837



Name of School Principal: JOHN WILLIAMS

Name of School Council President: NADINE O'RILEY

Date of Endorsement: 28/4/2014

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

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Moreland Primary School is situated in Melbourne's inner urban north and serves a culturally diverse community with families originating from 23 countries and speaking 23 different languages. During 2013 our student population grew from 261 to 268. Our class structure was in 4 teams operating in open plan learning areas. We have continued our specialist programs in Physical Education, Visual and Performing Arts and introduced Japanese language as an immersion program through the Science curriculum for the year Prep to year 2 students.

Our staff of 18.3 teachers is supported by 4.5 education 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 China and Indonesia. We continued our one to one MacBook program in grades 3 -6 and iPad usage has been embedded in the Prep to year 2 area.

The school provides a broad curriculum within a secure and attractive learning environment. In 2013 we introduced 6 hens into an enclosure in the playground. The eggs produced are offered for sale to the families and staff of our school.




An After School Care program is operated by the YMCA. Other programs include Student Leadership, Life Education and the Program for Students with Disabilities. We have accreditation with Ride2School and Resource Smart Schools.


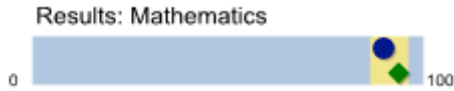


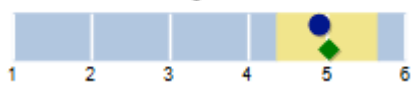
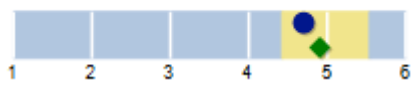
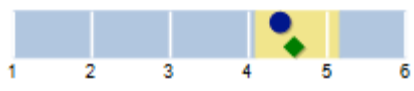
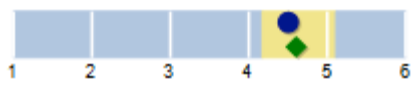




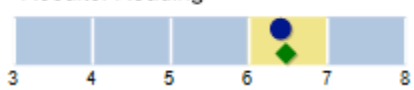
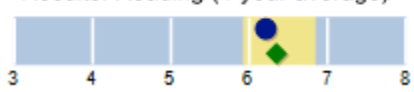
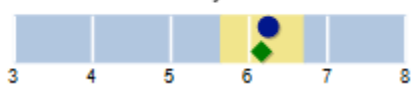
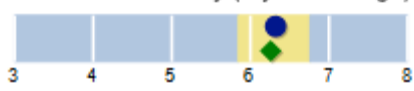




Our year 5 /6 learning area developed and commenced a business called Fit4school whereby students organize and run before school physical activity sessions to promote health and wellbeing in our school. Finally, we are well supported by classroom helpers including parents and Time Help volunteers. We also have an active parent group who organize several whole school events.

Achievement	Engagement	Wellbeing
<p>Our 2013 NAPLAN Reading and Numeracy student outcomes at year 3 and year 5 are similar' to what we would estimate given the background characteristics of our students. 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 achievements.</p>	<p>Our student attendance data has remained similar to our data in 2012 with the exception of the 2013 year 6 group which dropped from 91% in 2012 to 88% in 2013. This was the result of school refusal issues that the school sought to address by enlisting the support of the family, counsellor, Senior Advisor and the NWR Attendance Officer. Our Students' Attitude to School Survey indicates that our student morale, school connectedness, stimulating learning and student motivation are all well above region and state mean scores.</p>	<p>Derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 and 6 including questions about students' engagement in and enjoyment of school, our student data indicates satisfaction higher than the median of all Victorian government schools. We support our wellbeing program by the employment of a counsellor and speech pathologist. We also continue to promote our family engagement program through our family cooking project and playgroup.</p>

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

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ● Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>71%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>80%</td> <td>-</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>67%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>53%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	71%	14%	Numeracy	20%	80%	-	Writing	20%	60%	20%	Spelling	13%	67%	20%	Grammar and Punctuation	33%	53%	13%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p>  <table border="1" data-bbox="587 795 1061 891"> <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>90 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	91 %	92 %	93 %	91 %	88 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	91 %	92 %	93 %	91 %	88 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary 2013

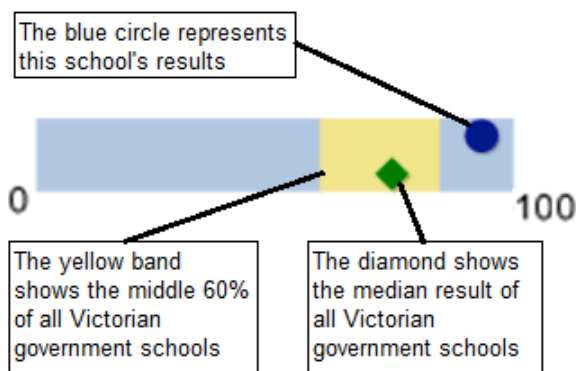
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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 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 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.

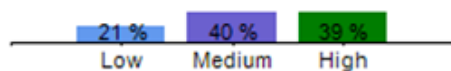
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. 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.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:
<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 *'About Our School'* statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$1,910,311
Revenue Other	\$38,264
Locally Raised Funds	\$236,689
Total Operating Revenue	\$2,185,264

Funds Available	Actual
High Yield Investment Account	\$518,846
Official Account	\$58,952
Other Accounts	\$88,688
Total Funds Available	\$666,486

Expenditure	
Books & Publications	\$6,232
Communication Costs	\$4,986
Consumables	\$44,559
Miscellaneous Expense	\$1,616,184
Professional Development	\$65,875
Property Maintenance	\$388,283
Salaries & Allowances	\$66,472
Trading & Fundraising	\$23,463
Travel & Subsistence	\$41
Utilities	\$27,901
Total Operating Expenditure	\$2,243,996

Financial Commitments	
Operating Reserve	\$331,694
Region/Network/Cluster Funds	\$334,792
Total Financial Commitments	\$666,486

Net Operating Surplus/-Deficit (\$58,733)

Asset Acquisitions \$29,600

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Our net operating deficit is a direct result of being the banker school for the Technical Support to Schools Project (TSSP) which in 2013 expended in excess of the 2012 surplus. The amount indicated in Property Maintenance was expended upon the refurbishment of hall and student toilets.



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

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 2013
Allocation

Low SES School Communities	\$30,113
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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.

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

National Partnership for Low Socio-Economic Status School Communities

Building leadership capacity (coaching, professional learning)

Building teacher capacity (in-school support/coaches)

Building teacher capacity (professional learning opportunities)

Enable and enhance the capacity of families to be engaged in learning

Improved monitoring of student performance information

Timely student intervention and support

National Partnership for Empowering Local Schools

Not Applicable