

2014 Annual Report to the School Community

**Moreland Primary
School**

School Number: 2837



John Williams

Name of School Principal:

Dee Brown

Name of School Council
President:

Date of Endorsement:

20/4/2015

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 regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

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.

We began 2014 with a student population of 280 and had 277 students at the end of the year. 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 Japanese language as an immersion program through the Science curriculum for the year Prep to year 3 students.

Our staff of 20.6 teachers was supported by 5.4 education support staff including a full-time IT technician. We also employed a 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. We continued our one to one MacBook program in grades 3 -6 and iPad and MacBook usage has been embedded in the Prep to year 2 area. All areas have ample access to projectors and large screen televisions.

The school provides a broad curriculum within a secure and attractive learning environment. Our playground includes a henhouse where our hens continue to produce eggs for the community and the parents' group have planted a citrus garden.

Our Out of School Hours Care program is operated by *Extend* and offers its services from 7.30 am and until 6.00pm each day as well as on pupil free days. Other programs include Student Leadership, Life Education and the Program for Students with Disabilities. We have accreditation with Ride2School and Resource Smart Schools. Our community's commitment to physical wellbeing is demonstrated by their support for our early morning fitness program conducted by Back2School Fitness and our hard working parent group support the school in many ways including providing breakfasts for events like Ride to School day. Parents also support classroom programs as do volunteers from the Timehelp organisation.

Achievement

Our 2014 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

Our 2014 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.

Engagement

Our goal of improving attendance has been achieved through the implementation of various strategies and our results indicated higher attendance than the median of all Victorian schools. Also the incidence of late arrival has declined markedly through the introduction of greater accountability for parents by having to sign-in latecomers.

Wellbeing

After achieving very high results in previous years, this years Student Attitude to School Survey indicated that the students in grades five and six had concerns about: Classroom behavior and student safety.

The four year average data is well above the State median.

The school community introduced 'Kidsmatter', a framework to manage the mental wellbeing of students, staff and families.

Productivity

Small group sizes helped us achieve good learning outcomes through the allocation of funding to staffing.

This came about due to a large number (30) of children not returning at the beginning of the year after telling us that they would. A large number of these transferred to a newly opened Islamic school.




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

<http://www.morelandps.vi.edu.au>

Performance Summary

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.

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

School Profile

School Enrolments

A total of 276 students were enrolled at this school in 2014, 119 female and 157 male.

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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.



Parent Satisfaction Summary

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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the 2013 trial of the new *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



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

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

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

- English
- Mathematics

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.

Results: English



Similar

Results: Mathematics



Lower

Similar

Similar

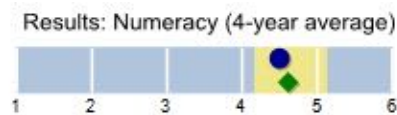
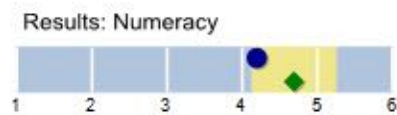
Lower

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.



NAPLAN Year 5

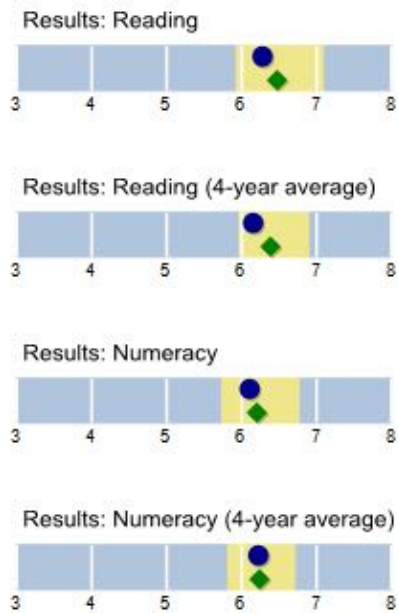
Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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





Similar

Similar

Similar

Similar

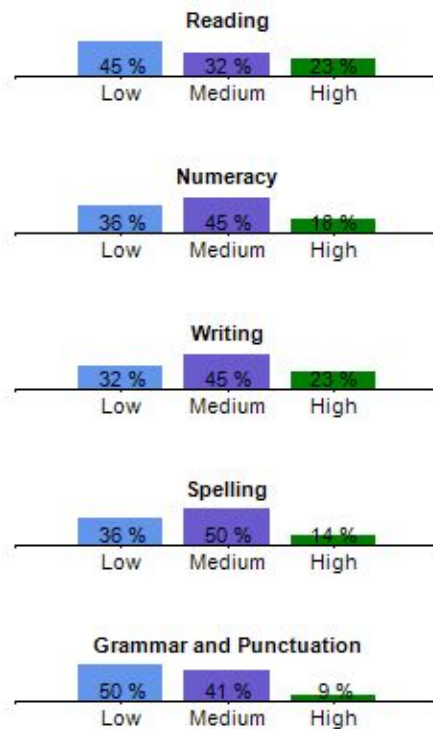
Performance Summary

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



NAPLAN Learning Gain does not require a School Comparison.




NAPLAN Learning Gain Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains;

Year 3 Year 5
Learning gain of students from Year 3 to Year 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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

Performance Summary

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

Engagement

Student Outcomes

School Comparison





Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	92 %	93 %	92 %	93 %	91 %	92 %

Student Attendance

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.




Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2014 attendance rate by year level:

 Similar

 Similar

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

Students Attitudes to School

Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



 Similar

 Similar

How to read the Performance Summary

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).

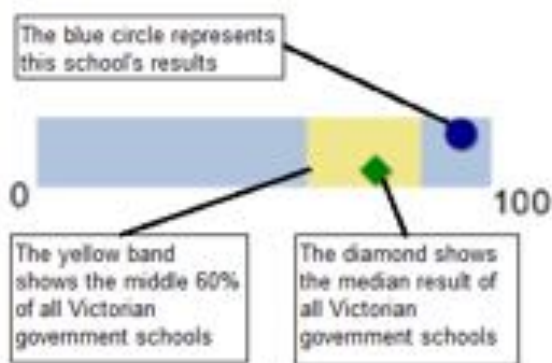
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

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

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:
<http://www.education.vic.gov.au/school/principals/manage/ment/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.

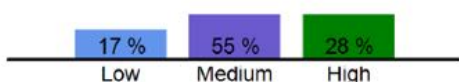
What is this school doing to improve?

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.

Additionally, NAPLAN learning gain 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 gain 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 learning gain categories.



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$2,162,374
Government Provided DE&T Grants	\$2,025,527
Government Grants Commonwealth	\$371
Government Grants State	\$10,051
Revenue Other	\$111,431
Locally Raised Funds	\$415,034
Total Operating Revenue	\$4,724,788

Funds Available	Actual
High Yield Investment Account	\$686,528
Official Account	\$7,443
Other Accounts	\$136,295
Total Funds Available	\$830,266

Expenditure	
Student Resource Package	\$2,256,892
Books & Publications	\$10,258
Communication Costs	\$8,249
Consumables	\$50,867
Miscellaneous Expense	\$1,669,151
Professional Development	\$72,679
Property and Equipment Services	\$317,276
Salaries & Allowances	\$197,411
Trading & Fundraising	\$36,263
Travel & Subsistence	\$1,020

Financial Commitments	
Operating Reserve	\$388,384
Region/Network/Cluster Funds	\$441,882
Total Financial Commitments	\$830,266

Salaries & Allowances	\$197,411
Trading & Fundraising	\$36,263
Travel & Subsistence	\$1,920
Utilities	\$53,823

Total Operating Expenditure	\$4,674,789
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Net Operating Surplus/-Deficit	\$49,998
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Asset Acquisitions

\$0

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

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

As at the end of 2014 we were holding funds of \$613473 for the Technical Support for Schools Program. We are also holding \$44522 to cover Long Service Leave entitlements for our kindergarten employees. The utilities costs include water costs of \$26000 due to repeated leaking pipes for which we have a structural engineers report recommending replacement.