

2015 Annual Report to the School Community

Moreland Primary School

School Number: 2837



Name of School Principal: John Williams

Name of School Council President: Dee Brown

Date of Endorsement: _____

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 2015.

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 2015 with a student population of 310 and had 302 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 4 students.

Our staff of 18.6 teachers was supported by 5.4 education support staff including a full-time IT technician. We also outsourced a counsellor and employed a speech pathologist and handyman.

Our curriculum priority was Mathematics and we also had a focus on brain theory as well as 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 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 and a holiday program. Other programs include Student Leadership, Life Education, the Program for Students with Disabilities and KidsMatter. 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 2015 NAPLAN Reading student outcomes at year 3 and year 5 were above what we would estimate given the background characteristics of our students, as were our year 3 Numeracy results however the year 5 results were below expectations. 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.

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

Moreland Primary School is situated seven kilometres north of the Central Business District of the City of Melbourne. Whilst the community remains culturally diverse, the past few years have seen a vast shift in the demography of the area with the level of socio-economic disadvantage dropping markedly. We have around 20% of our population who are the children of International students with around 50-60 of our parents currently undertaking studies to complete a PhD or Masters Degree. Many of these children do not speak English when they commence at our school. Overall 33% of our students had EAL (English as an Additional Language) but due to our demographic we dropped below a threshold and lost approximately \$180,000 in EAL funding which resulted in two less staff than in 2014 despite having 30 more students. Despite this our students have achieved good results thanks to our experienced and devoted staff.

Productivity

The changing demography of the area leading into 2015 saw us drop below a DET threshold and lose approximately \$180,000 in English as an Additional Language funding. This resulted in us dropping two teaching staff even though we had 33% of our students from an EAL (English as an Additional Language) Background and a higher population than 2014. On top of this, having to repay over \$90,000 from the 2014 deficit made funding for programs in 2015 very tight and it needed to be managed carefully. Despite these financial issues our staff worked in teams to plan and implement programs that enabled us to achieve good results.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to 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 help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 50 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 310 students were enrolled at this school in 2015, 129 female and 181 male. There were 33% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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 annual *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.







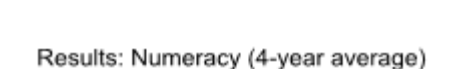






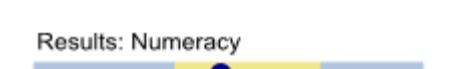
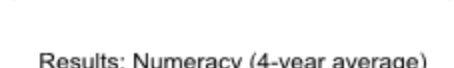




Performance Summary

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

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> Lower</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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 primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>36%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>67%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>8%</td> <td>69%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>62%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>8%</td> <td>65%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	36%	32%	Numeracy	17%	67%	17%	Writing	8%	69%	23%	Spelling	31%	62%	8%	Grammar and Punctuation	8%	65%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	32%	36%	32%																							
Numeracy	17%	67%	17%																							
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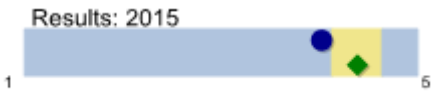
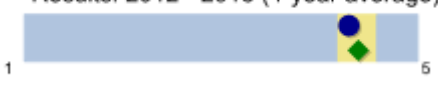


Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>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.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	91 %	92 %	93 %	92 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	91 %	92 %	93 %	92 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

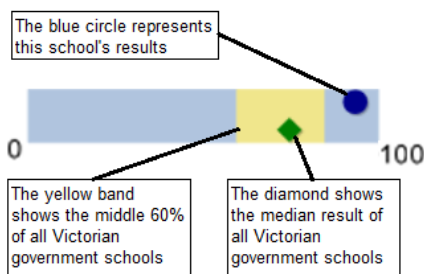
What are student outcomes?

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.

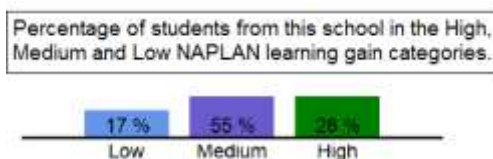
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

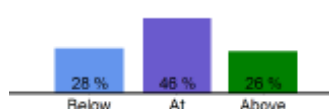


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

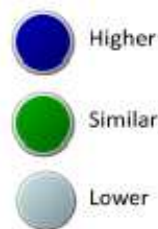


What is a School Comparison?

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 Aboriginal 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:

<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 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,230,225
Government Provided DET Grants	\$1,658,345
Government Grants State	\$34,927
Revenue Other	\$288,764
Locally Raised Funds	\$430,495
Total Operating Revenue	\$4,642,755

Funds Available	Actual
High Yield Investment Account	\$540,293
Official Account	\$21,263
Other Accounts	\$139,823
Total Funds Available	\$701,379

Expenditure	
Student Resource Package	\$2,244,014
Books & Publications	\$5,257
Communication Costs	\$7,949
Consumables	\$49,774
Miscellaneous Expense	\$1,911,079
Professional Development	\$43,688
Property and Equipment Services	\$207,948
Salaries & Allowances	\$248,059
Trading & Fundraising	\$46,521
Utilities	\$30,458
Adjustments	(\$24,251)
Total Operating Expenditure	\$4,770,497

Financial Commitments	
Operating Reserve	\$130,559
Capital - Buildings/Grounds incl SMS<12 months	\$36,981
Cooperative Bank Account	\$45,905
Revenue Received in Advance	\$28,117
DET Central Coordination	\$449,636
School/Network/Cluster Coordination	\$2,681
Other recurrent expenditure	\$7,500
Total Financial Commitments	\$701,379

Net Operating Surplus/-Deficit	(\$127,741)
Asset Acquisitions	\$0

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

At the beginning of the year we had \$212752 carried over from 2014 of money to pay Technical Support to Schools program. During the year \$1.243M came into the account and we paid \$1.284M out of it. We also repaid approximately \$94000 to DET to cover the 2014 deficit. These figures account for the \$127,741 net operating deficit for 2015.