

2019 Annual Report to The School Community



School Name: Moreland Primary School (2837)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 26 May 2020 at 11:14 AM by Donna Schilov (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 10 November 2020 at 09:35 AM by Vikki Nash (School Council President)

About Our School

School context

Moreland Primary School is situated in Coburg, which is a suburb in the inner urban north of Melbourne. The physical layout of the school is an open plan learning structure on two storeys with four main learning areas accommodating multi-age classes of Prep, Year 1/2, 3/4 and 5/6. The teaching and learning areas are open environments that contain a kitchen, library and offices. The school has an auditorium used for performing arts, assemblies and physical education lessons. Our staff consists of 20 teachers (several part time) and five Educational Support Staff. We also have six administrative and maintenance staff and two Principal Class staff. The school grounds include an artificial turf playground, a nature play courtyard with a creek running through, an adventure playground, a sandpit area, grass play surfaces and shaded passive areas with vegetable and native plant beds.

Moreland Primary School's vision is to be a community of inclusive, innovative and inspired learners. Our mission is to:

- Create a culture of shared goals, trust and high expectations for all.
- Embrace an environment that is open, safe and welcoming.
- Promote and develop student voice and agency to drive action.
- Provide an engaging and challenging curriculum which promotes exploration, risk-taking and creativity.

Supporting the MPS Vision and Mission are three core values: Respect, appreciating diversity and being considerate of how people think and live; Responsibility, empowering students to take ownership of their learning and actions; and Resilience, continually strengthening our capacity to understand challenges and create new possibilities. These values drive our culture of positive relationships, diversity and empowerment and convey the beliefs that positively influence our behaviour and the way we interact with individuals, groups and communities.

The school's socio-economic profile based on families' occupations and education is considered in the 'high' range.

The school curriculum reflects the Victorian Curriculum framework, with specialist programs in the visual and performing arts, physical education and a language other than English program (Japanese) is delivered through science and visual arts specialist classes. A range of extra-curricular activities are provided which include sport, creative writing and performing arts. The school is in the eleventh year of its one-to-one laptop program from Year 3 to Year 6 students.

Framework for Improving Student Outcomes (FISO)

Our school focus for 2019 was around the FISO improvement initiatives of:

'Building Practice Excellence' with our key improvement strategy being: Build the Instructional Capacity of Staff and 'Building Leadership Teams' with the key improvement strategy of: Build a Professional Learning Community (PLC) approach that promotes collaboration, communication, coherence and trust to drive school improvement.

Extensive professional learning focussed on the development of skills in the implementation of the PLC approach, focusing on improving our reading data.

Our focus on mathematics continued through the appointment of two Primary Maths and Science Specialists (PMSS) from within our staff who participated in extensive professional learning and skill development to refine our practice across the school.

Achievement

In 2019 we exceeded our targets for goal 1 easily as the particular cohort of students who completed grade 5 NAPLAN achieved extraordinary results. Our goals which related to reading were:

increase the percentage of students achieving in the top two bands of Year 5 NAPLAN reading to at least 30%. Our achievement 88%

decrease the number of students achieving in the bottom two bands of Year 5 NAPLAN Reading to 20% or less. Our

achievement 0%
 Increase the percentage of students achieving high to medium gains in NAPLAN Reading to at least 60%. Our achievement 100%
 We also clearly achieved our targets for goal 2 which were:
 Improve the School Staff Survey positive endorsement for Staff Trust in Colleagues from 59% to 65%. Our achievement 78%
 Improve the SSS positive endorsement for Teacher collaboration from 66% to 70%.. Our achievement 82%
 Whilst we recognise that this level of attainment will be difficult to maintain we will continue to implement a PLC approach to identify and rectify gaps in learning and imbed the Reading Workshop Model as a schoolwide approach to reading

Engagement

Our goal was to engage all learners in a rich, relevant and challenging learning environment as they transition through the school and our targets were to improve the Student Attitude to School positive endorsement for Effective Teaching Time and Differentiated Learning Challenge to 91% to 95%
 Effective teaching Time: MPS 88% State 59.5%
 Differentiated learning Challenge: MPS 92% State 75%
 Whilst not quite meeting the target for Effective Teaching time it was an aspirational target and we exceeded the State endorsement clearly.
 Our attendance across the school has improved over the past four years with average days absence across the school for the past four years being: 2016; 15.8 days, 2017; 15.05 days, 2018; 14.5 days, 2019; 14.78

Wellbeing

We introduced the Respectful Relationships Curriculum from Foundation to Grade 6 and we increased the time fraction for our school psychologist from one day a week to three days a fortnight. Both of these programs will continue into 2020.
 To improve our Students' Attitude to School Survey we introduced a leadership development program for the eighth students who are the House Captains. Called House Spirit, the program offered quarterly meetings and follow up activities for the captains to run a variety of programs developing their leadership skills. This was in response to the pleasing number of students who put up their hand for leadership opportunities. This program will also continue into 2020.

Financial performance and position

Our deficit of \$20,274 includes \$16,904 extra included in our Operating Reserve which is money put aside for future emergencies and is a pre-determined figure.
 The provisions account of \$15,004 is money reserved for Long Service Leave for locally employed staff.
 Revenue Other includes \$128,304 for Pick My Project
 Funds Received in Advance reflects \$19,400 to complete our 'Pick My Project' commitment in 2020 and a balance at the end of the year of \$6323 in the Building Fund.
 Locally raised funds of \$455,997 include subject contributions of \$88,441, fundraising of \$34,747 (including the fete), along with monies received for camps, excursions etc. of \$110183. Hire of facilities was \$15,646

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

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 330 students were enrolled at this school in 2019, 161 female and 169 male.

25 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.6	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.4	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.1	89.7	81.7	95.0	Similar
Mathematics	91.1	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	89.2	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	75.7	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	96.0	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	76.0	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	81.3	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	77.2	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	68.1	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	58.4	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	0.0	29.5	70.5
Numeracy	20.5	54.5	25.0
Writing	25.0	47.7	27.3
Spelling	20.5	34.1	45.5
Grammar and Punctuation	9.1	54.5	36.4

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.8	16.3	13.9	19.4	Similar
Average number of absence days (4 year average)	15.1	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	91	93	94	93	94	92

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	88.9	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	90.5	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	92.2	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	91.7	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$2,714,643
Government Provided DET Grants	\$473,894
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$154,885
Locally Raised Funds	\$455,997
Capital Grants	\$0
Total Operating Revenue	\$3,799,420

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,923
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$30,923

Expenditure	Actual
Student Resource Package ²	\$2,723,392
Adjustments	\$0
Books & Publications	\$2,199
Communication Costs	\$5,922
Consumables	\$58,991
Miscellaneous Expense ³	\$620,732
Professional Development	\$19,174
Property and Equipment Services	\$241,722
Salaries & Allowances ⁴	\$75,312
Trading & Fundraising	\$40,243
Travel & Subsistence	\$719
Utilities	\$31,287
Total Operating Expenditure	\$3,819,693
Net Operating Surplus/-Deficit	(\$20,274)
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$190,261
Official Account	\$52,527
Other Accounts	\$6,223
Total Funds Available	\$249,010

Financial Commitments	Actual
Operating Reserve	\$175,879
Other Recurrent Expenditure	\$1,800
Provision Accounts	\$15,004
Funds Received in Advance	\$26,423
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$219,106

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. 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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').