

# 2020 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](http://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 2020 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 30 April 2021 at 11:37 AM by Donna Schilov (Principal)

The 2020 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 30 April 2021 at 11:47 AM by Alice Crowley (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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.

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### 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

## 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 low band which represents high parent education level and high socio-economic advantage..

The school curriculum reflects the Victorian Curriculum framework, with specialist programs in the visual 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, music, fencing and coding. The school is in the twelfth year of its one-to-one laptop program from Year 3 to Year 6 students.

During 2020, COVID-19 impacted on all schools when students participated in remote and flexible learning for an extended period. Moreland Primary School provided devices and dongles across the school enabling all students to participate in remote learning and paper based activities were also provided as required. This was achieved by contacting families to pick up from school along with home visits with explanations for usage where necessary. From Monday to Thursday each week teachers provided learning for students via video conferencing and Google Classrooms. Between two and six students attended school each day and three teaching staff were rostered on each day to supervise and assist these students. One member of Principal class and one office staff also attended each day. The transition to Google classrooms was relatively smooth as we have been using the platform in our 5/6 area for several years and for more than twelve months in the 3/4 area. This provided us with ample experience and skills to assist all members of staff. Teachers had team meetings and planning on Fridays each week and the students were given the opportunity on Fridays to complete any unfinished tasks. Specialist teachers also provided opportunities for learning in their particular area. Teachers kept records of which children participated in remote and flexible learning and followed up with those who were not active in their online learning. Despite this, some students did not participate. As was to be expected, some students struggled in this mode of learning and others thrived.

### Framework for Improving Student Outcomes (FISO)

Our school focus for 2020 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. Due to COVID-19, some of the associated AIP actions and professional learning were modified to suit remote learning. With the focus moving to wellbeing, professional learning for staff centred on collaboration and communication. Teaching teams were able to meet online and team leaders met in the School Improvement Team (SIT) on a regular basis. Our focus on mathematics continued through the work of our two Primary Maths and Science Specialists (PMSS) who continued to participate in extensive professional learning and skill development and during term 4 they worked hard to refine our practice across the school.

**Achievement**

During 2020 our students responded well to remote and flexible learning as using Google Classrooms was an established practice in years 3-6. With a large amount of expertise within the staff, there was an abundance of assistance available for the teachers of P-2, who initially required a lot of time planning and then refining their mode of delivery. Delivery refined and improved as time went on with staff taking heed of feedback from parents/carers. The strong culture of teams as professional learning communities enabled great collaboration and therefore planning to deliver engaging lessons. Our targets for academic achievement could not be judged as they centred around NAPLAN which was cancelled for the year but other goals relating to the Staff Opinion Survey were close to/or above the Strategic Plan targets: Maintain the Staff Opinion Survey positive endorsement for Guaranteed and Viable Curriculum at 90%; We scored 85.68% compared to the state mean of 82.31%  
 Improve the Staff Opinion Survey positive endorsement for collective efficacy from 86% to 90%; We scored 89.5% compared to the state mean of 76.8%  
 Students did not complete the Attitudes to School Survey due to COVID-19

**Engagement**

Whilst learning at home for an extended period during 2020 the vast majority of our students participated daily in classes. Our attendance data shows that over the whole year we averaged 10.4 days absent per child. This compares favourably with Similar Schools(11.7) and the State average (13.8). For the four year period our average is 13.6 days absence per child per year which compares to Similar School (13.9) and is well below the State average (15.3)  
 Due to COVID-19 as the survey was not completed, we are unable to comment on the attainment of our goal of positive endorsement for effective teaching time at 88% and differentiated learning challenge between 92% to 95%.

**Wellbeing**

Whilst, due to COVID-19, the Student Attitude to School survey was not completed, the four year average for our year 4-6 'Connectedness to School' data sits at 90.4%. This is well above that of Similar Schools (79.9%) and the State average (81.0%). The same survey shows our student's endorse the manner with which we manage bullying at an average of 91.8%. This compares very favourably to that of Similar Schools (79.4%) and the State average (80.4%)  
 During 2020, because of COVID-19, we discontinued the services of our in-school psychologist. Several of our staff completed professional learning to improve their knowledge of how best to cater for the needs of students on the Autism Spectrum. All staff completed their annual anaphylaxis update as well as education in diabetes management to cater for the needs of our students

**Financial performance and position**

Moreland Primary School, based on the Student Family Occupation and Education Index is in the lowest band due to high parent education level and socio-economic advantage. Schools in this band receive the lowest levels of Equity Funding (Social Disadvantage) in the State. Because of home learning during an extended period of time in 2020, we didn't employ as many Casual Relief teachers as we had budgeted for and therefore saved money in this area and our utilities were also under budget. These are the main factors influencing our surplus. Our Financial Commitments include our Operating Reserve of \$93,400 as determined by DET; provision for Long

Service Leave for locally employed staff of \$25,004; replacement of obsolete technology hardware of \$30,000; minor works \$22,500 and allowance for replacement of sporting surfaces in the future.

**For more detailed information regarding our school please visit our website at**  
[www.morelandps.vic.edu.au](http://www.morelandps.vic.edu.au)

# Performance Summary

The Performance Summary for government schools 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

### Enrolment Profile

A total of 369 students were enrolled at this school in 2020, 179 female and 190 male.

23 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.

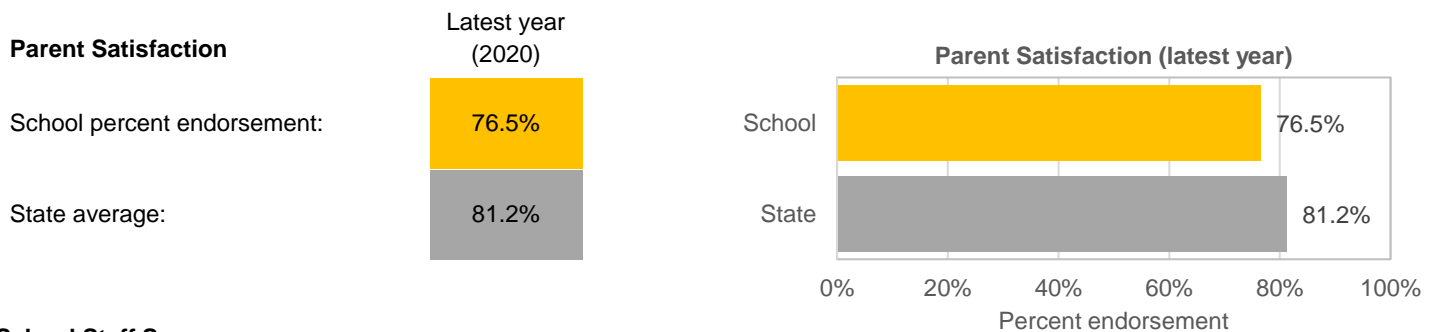
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

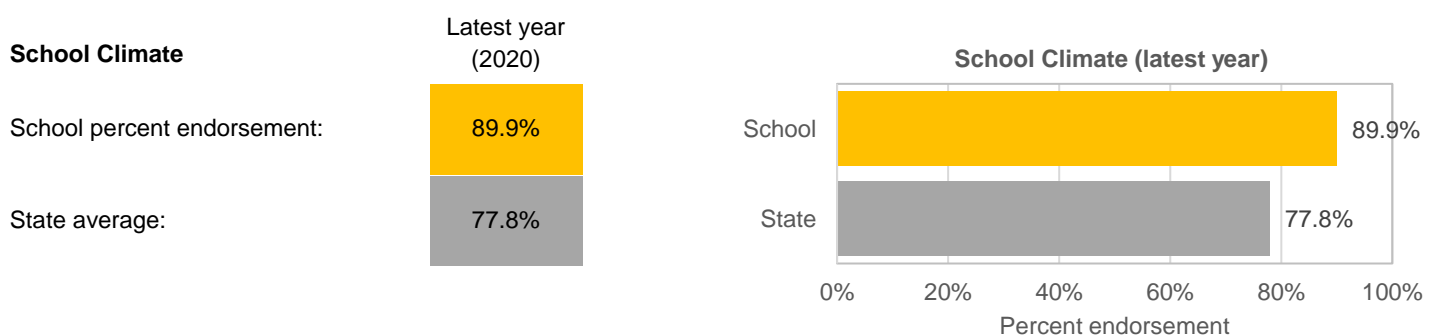


### School Staff Survey

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.



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

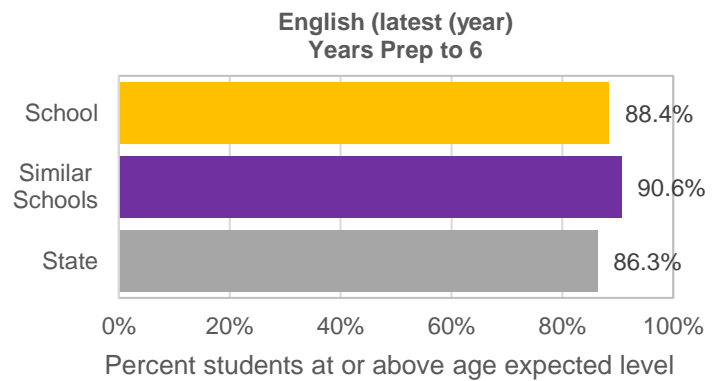
88.4%

Similar Schools average:

90.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

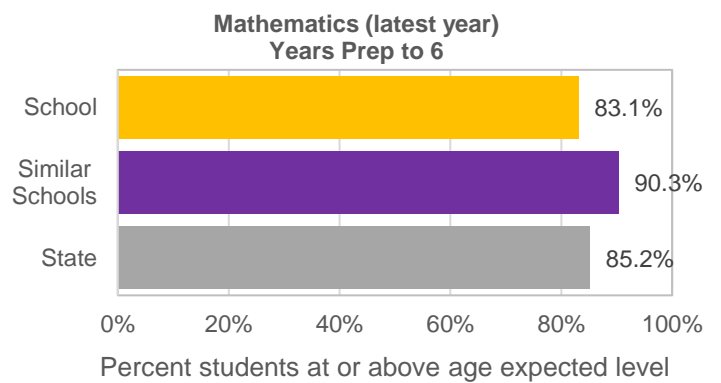
83.1%

Similar Schools average:

90.3%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

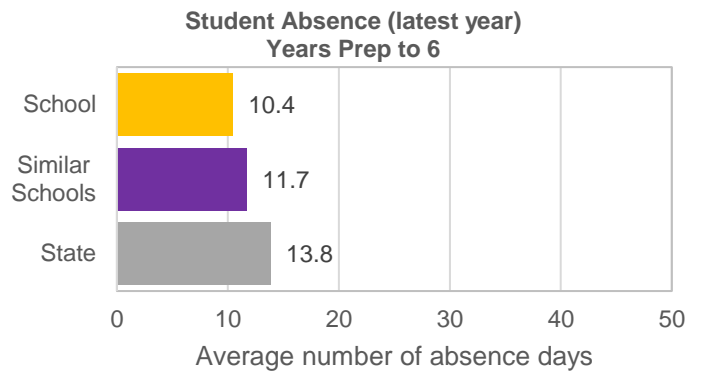
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.4	13.6
Similar Schools average:	11.7	13.9
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	93%	94%	95%	95%	95%	96%

**WELLBEING**

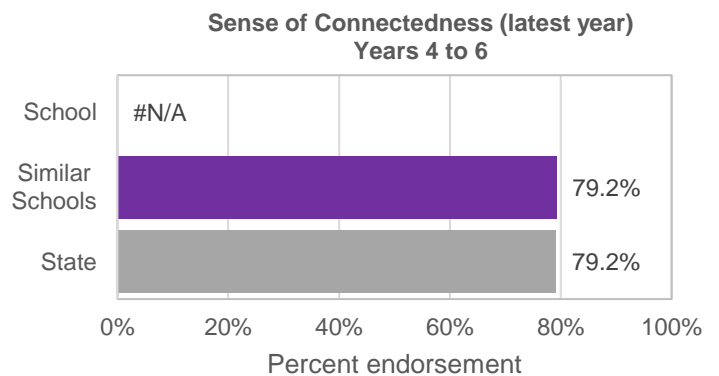
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	90.4%
Similar Schools average:	79.2%	79.9%
State average:	79.2%	81.0%



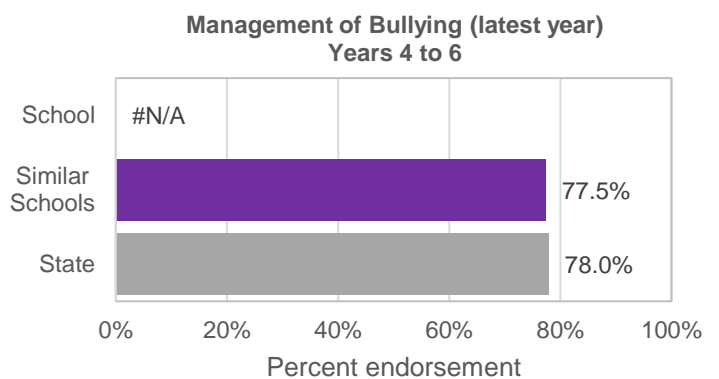
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	91.8%
Similar Schools average:	77.5%	79.4%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,979,902
Government Provided DET Grants	\$476,098
Government Grants Commonwealth	\$15,426
Government Grants State	NDA
Revenue Other	\$1,884
Locally Raised Funds	\$333,738
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,807,047</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$34,597
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$34,597</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,019,510
Adjustments	NDA
Books & Publications	\$10,790
Camps/Excursions/Activities	\$54,909
Communication Costs	\$5,420
Consumables	\$40,419
Miscellaneous Expense <sup>3</sup>	\$12,627
Professional Development	\$4,804
Equipment/Maintenance/Hire	\$145,953
Property Services	\$115,232
Salaries & Allowances <sup>4</sup>	\$68,267
Support Services	\$119,744
Trading & Fundraising	\$5,647
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$26,043
<b>Total Operating Expenditure</b>	<b>\$3,629,365</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$177,683</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$412,579
Official Account	\$64,472
Other Accounts	\$10,389
<b>Total Funds Available</b>	<b>\$487,440</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$93,400
Other Recurrent Expenditure	NDA
Provision Accounts	\$25,004
Funds Received in Advance	\$61,192
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$52,500
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$55,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$80,000
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$366,838</b>

*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.*