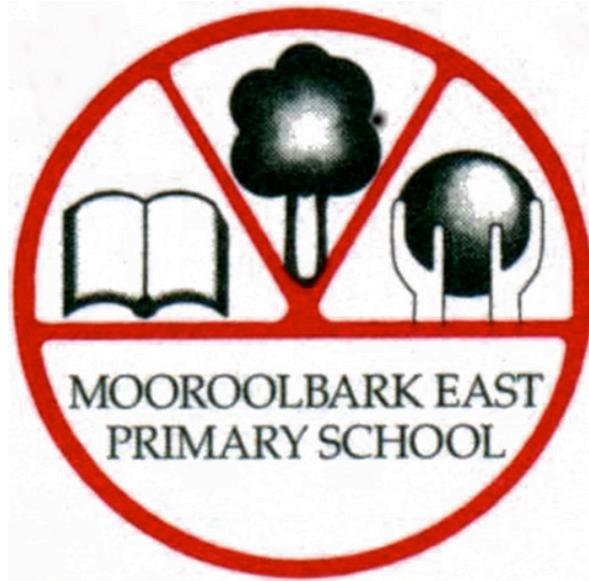


**2015 Annual Report to
the School Community**

Mooroolbark East Primary School

School Number: 5059



Name of School Principal:

Debbie Nelsson

Name of School Council President:

Matt Henry

Date of Endorsement:

20th April 2016

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

Our school is located in a socially diverse community. We have children from varying socio-economic and cultural backgrounds. Our current enrolment of 595 is likely to increase. In 2015 the enrolment was 576. In 2015 this school had EFT 56.1 staff members: 3 Principal class, 35 teachers and 39 Education Support Staff. We currently cater for 41 children under the program for Students with Disabilities and offer programs both within and outside of the classroom to cater for children's talents, interests and strengths. Children have the opportunity to be involved in extension mathematics, science, music, PE and Art programs. We also offer Chess Clubs, running clubs and optional activities such as surfing, skiing and swimming. In addition we offer support programs in literacy and numeracy as well as gross motor skills. Teaching teams work together at all levels to plan and deliver a rich and vibrant curriculum that caters for the needs of all students with AusVELS at its heart. Specialist programs are offered in the areas of Visual Arts, Performing Arts, Physical Education and Global Education. Global Education encompasses learning about people's lives across the world and the events that influence lives without the stereotypical understanding of different cultures. We have a sister school, Chengbei Primary School, in Kunshan China. We exchange students and teachers between the two schools. Mandarin was introduced into the Prep classes in 2015 and is now being implemented Prep to Grade 2. We offer our students a safe, secure, stimulating and technologically rich learning environment. All students have access to interactive whiteboards and up to date computers within their classrooms. Our school is set in attractive gardens with well-designed and varied play areas including ovals, play equipment and quiet zones.

Achievement

In 2015 student achievement remained steady in most areas remaining at a level similar to the state mean. However the NAPLAN data showed significant differences between the school's level of achievement and that of the state mean in the Year Three area. Additional intervention programs have been introduced that take this information into account. A Numeracy expert has been engaged by the school and will work throughout 2016 with staff to ensure that programs offered take into account the curriculum and the learning styles of students throughout the school. The Jolly Phonics program which provides a focused approach to the teaching of phonics has been introduced in 2016 as well and has been implemented from Prep to Year 6. In 2015 an improvement in the area of growth (how much students improve from Year three to year five) was particularly pleasing. Most of Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

Engagement

Student attendance data continued to be pleasing with student absences being at a level slightly below the state average. This is a trend that has continued over the four year period covered by the data. Information is circulated to parents regarding the importance of school attendance and parents of non-attending students are contacted. Where there are ongoing issues around school attendance SSG meetings may be held and help sought from external sources. The attendance of these students is closely monitored. Numerous extra-curricular programs have been conducted in 2015 with the emphasis being on the provision of a broad range of experiences and multiple opportunities for students to engage and succeed. This included the whole school production that allowed all students the opportunity to perform for a large audience. It was a great success!

Wellbeing

In 2015 a significant improvement was noted in the Student Attitudes to School Survey. This improvement was evident in most areas of the survey. There have been particular improvements in the areas of Student Morale, Stimulating Learning and Student motivation. There is a relative weakness noted in the area of Classroom Behaviour although there is also positive growth in Student Safety. A group of staff will work through this and the traffic light system has been implemented as a whole school strategy to help to address this issue. The Learning to Learn program was again conducted in the first week of the school year in all classrooms. This program allowed time for each teacher to set and outline expectations with their own class and for the class to work through the reasons behind these expectations. The values of the school as a whole were also examined. The MooKids social skills program continues to be implemented on a weekly basis as does the positive classroom award program.

Productivity

In 2015 the decision was made to have five prep classes in place. This decision ensured that numbers in student initial year of schooling remained as low as possible and students were provided with every opportunity to receive individualized attention. Two leading teachers were appointed who took on the joint responsibility of overseeing curriculum development throughout the school while having individual responsibility for either the Junior or Senior sector. Funds were allocated to ensure that adequate and appropriate technology was provided for all students to support them in their learning. Each class has been provided with iPads and banks of notebook computers are available throughout the school. Storage and security facilities were also purchased. The grounds of the school were enhanced with the painting of colourful lines in play areas and the installation of shade sails between the main and junior buildings.

For more detailed information regarding our school please visit our website at
<http://www>

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 60 % 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 563 students were enrolled at this school in 2015, 283 female and 280 male. There were 3% of EAL (English as an Additional Language) students and 1% 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> Similar</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> Lower</p> <p> Lower</p> <p> Lower</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> Lower</p>

Performance Summary

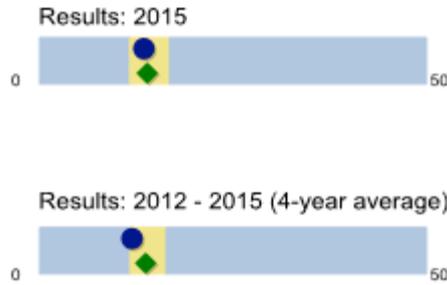
Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>37%</td> <td>45%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>48%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>52%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>52%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>47%</td> <td>41%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	37%	45%	18%	Numeracy	34%	48%	18%	Writing	30%	52%	18%	Spelling	36%	52%	12%	Grammar and Punctuation	47%	41%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	37%	45%	18%																							
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Grammar and Punctuation	47%	41%	12%																							

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
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 Similar

 Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	94 %	93 %	93 %	91 %	91 %	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> Similar</p> <p> Lower</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> Similar</p> <p> Similar</p>

How to read the Performance Summary

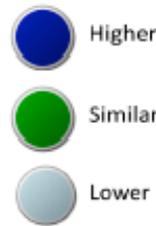
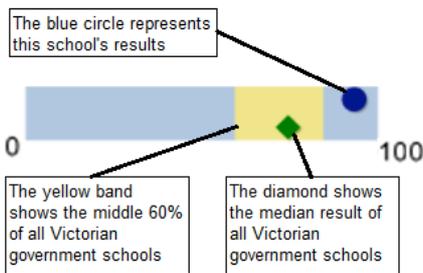
What are student outcomes?

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.

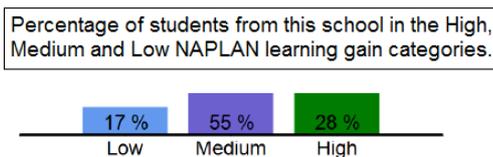
You can see these results for the latest year, as well as the average of the last four years (where available).

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

Revenue	Actual
Student Resource Package	\$4,240,246
Government Provided DET Grants	\$595,253
Government Grants Commonwealth	\$750
Revenue Other	\$32,158
Locally Raised Funds	\$468,188
Total Operating Revenue	\$5,336,595

Expenditure	
Student Resource Package	\$4,188,543
Books & Publications	\$2,110
Communication Costs	\$5,815
Consumables	\$88,356
Miscellaneous Expense	\$225,892
Professional Development	\$14,943
Property and Equipment Services	\$248,519
Salaries & Allowances	\$262,407
Trading & Fundraising	\$105,978
Travel & Subsistence	\$26,110
Utilities	\$37,221
Adjustments	\$10
Total Operating Expenditure	\$5,205,903
Net Operating Surplus/-Deficit	\$130,692
Asset Acquisitions	\$0

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$582
Official Account	\$14,391
Other Accounts	\$162,061
Total Funds Available	\$177,034

Financial Commitments	
Operating Reserve	\$10,000
Revenue Received in Advance	\$167,034
Total Financial Commitments	\$177,034

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

The financial performance was in line with budget expectations. No additional funding or extraordinary items were received in 2015. The \$130,000 surplus is acceptable within a school of this size.