

# 2017 Annual Report to the School Community



School Name: Mooroolbark East Primary School

School Number: 5059

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Mooroolbark East Primary School, situated in Taylor Road Mooroolbark, was established in 1972. The school is set in a peaceful environment of natural, landscaped grounds and spacious sporting areas.

The school generally draws children from approximately within a kilometre radius from the school but there are a significant number of children who come from the surrounding suburbs of Mt Evelyn, Lilydale, Montrose, Kilsyth and Croydon. New buildings have been established in 2017 to cater for the growing enrolments.

The student population of 610 children in 2018 comes from a diverse socio-economic background. The enrolment is likely to increase in the foreseeable future.

Mooroolbark East Primary School operates within a structure of straight grades with composite classes where necessary. Teachers work in teams for planning, organisation and program implementation. The school also has a strong emphasis on catering for the individual needs of every student.

In addition to the core programs Mooroolbark East Primary School offers and encourages participation in a diverse range of extracurricular activities including competitions, Global Education, environmental groups and various sporting events such as Hoop-time, Cross Country, Athletics and Interschool Sport. Lunchtime activities provide options in Chess, Dance and Talent Quests. Students have the opportunity to participate in keyboard and guitar lessons. The school offers Before School and After School Care programs.

We have two sister schools in China and are heavily involved in sister school relationships. This includes strong connections with a school in Uganda. Mandarin is the schools' language and Global Education is a specialist area.

Our school is well supported by an enthusiastic community, an effective School Council and committees which successfully co-ordinate a range of community and fundraising activities. In acknowledging that a team of students, staff and parents working together produces the best educational outcomes, the school strongly encourages parent participation in many capacities. Parents participate in school working bees, work voluntarily in varied facets of school life, and contribute directly to learning programs such as literacy, numeracy, sport and excursions. A strong partnership between home and school encourages school community members to work together to provide an education facility of quality for Mooroolbark East Primary School.

Our school sees the education process as a joint responsibility between the school and the family and we have developed a distinctive community ethos. Staff work with parents to promote all aspects of children's development in an atmosphere of friendship and mutual respect. This is reflected in the school values of Kindness, Respect, Resilience and Growth. ILP's and SSG's are a significant feature of teaching planning and focus.

While recognising our student's individuality we believe that they too, must accept responsibility when exercising their personal rights and not infringe on the rights of others. We recognise the need for students to cope socially and emotionally in an ever-changing society and this philosophy underpins many aspects of the school program. Social skills are explicitly taught and a psychologist and chaplain are both employed two days per week.

All children are encouraged to develop to their optimum potential and we are committed to making provision for individual differences. Emphasis is also placed on those skills which will enable students to be flexible and open-minded to new developments.

We provide a quality education for all students and encourage children to strive, at all times, to achieve success. We believe all students can achieve given sufficient time and support.

### Framework for Improving Student Outcomes (FISO)

In 2016 the school underwent a Peer Review. This led to the development of the strategic plan for 2017 – 2020. During this process it was identified that the areas of most concern were maintaining the number of children in the top two bands in NAPLAN from Grade 3 to Grade 5 as well as improving growth in students' results and the uniformity of teaching structure and assessment. Community engagement in learning is already quite high and did not feature as a priority in the strategic plan. Professional leadership and developing a positive climate for learning are both in the strategic plan but take a second focus to that of excellence in teaching and learning.

Improvement initiatives were identified in Excellence in Teaching and Learning. The focus was on the building of practice excellence and on curriculum planning and assessment. Significant time was spent providing staff with opportunities to develop common practices around instruction. A pilot peer observation program was conducted that involved fifteen staff and this was felt to have been of great benefit and will be implemented in 2018 with all teaching staff. Involvement with Michael Ymer as a consultant around Numeracy instruction was continued and continues to be of benefit in bringing about consistency of practice. Learning Specialists were appointed and in 2018 their focus will be on the implementation of an agreed practise model for use in reading instruction.



## Achievement

2017 saw student achievement remain similar to the state mean in most areas. Improvement was noted in student growth (how much students have improved) between Years 3 and 5 in NAPLAN particularly in the area of Grammar and Punctuation which we believe can be attributed to the introduction of the Jolly Grammar program in 2017. However the numbers of students recorded as achieving low growth data remains of concern with intervention programs remaining in place and careful monitoring of these programs being undertaken. 2018 sees a focus on the learning growth of our highly able students particularly in Years, Three and Four. Consistent programming will also be introduced, supported and monitored around reading instruction.

A Numeracy expert was engaged by the school and worked with teachers around both instruction and assessment. This will continue in 2018 and the impact of this program will continue to be monitored in 2018.

Most students supported via the Program for Students with Disabilities showed satisfactory progress in the achievement of individual goals.

## Engagement

The trend in student attendance data continues to be pleasing with student absences remaining well below the state average. Emphasis continues to be placed on the importance of regular attendance in communication with parents and regular absences are monitored.

A range of extra-curricular programs were offered to students in the Arts and Sport with the Chess program continuing. Students participated in the State School's Spectacular as part of the mass choir and the whole school production was again a valuable and rewarding opportunity for students.

In 2017 students showed particular engagement around our involvement with Joy Primary School in Uganda with whole school fund raising activities as well year Six Market Day and those driven by individual students. They demonstrated interest, compassion and pride in the results of their effort to support other children.

## Wellbeing

During 2017 surveys were conducted in order to establish updated values for the school community with Kindness, Resilience, Respect and Growth being identified by parents, students and staff as those of focus. Specific learning programs will be implemented in 2018 to support their introduction.

On the Students Attitude to School Survey responses for both the area of Connectedness and Responsiveness to Bullying are in a similar range to all Victorian Government Schools. This remains consistent with scores from 2016.

The Learning to Learn Program was again implemented in the first week of the school year and the individual student award program continued each week.

In 2018 a strong emphasis will be placed on Wellbeing Programs with the whole of first term having a whole school focus on the development of personal strengths and relationship building. The Resilience Project has been engaged to commence work here in term four with PD for staff being conducted before moving on to student work in 2019.

For more detailed information regarding our school please visit our website at  
[\[enter web address here\]](#)



## 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 602 students were enrolled at this school in 2017, 287 female and 316 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Lower</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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 Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>47%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>56%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>59%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>51%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>54%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	41%	47%	12%	Numeracy	36%	56%	8%	Writing	33%	59%	8%	Spelling	37%	51%	12%	Grammar and Punctuation	19%	54%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="550 907 1037 1008"> <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>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	92 %	92 %	93 %	93 %	90 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	92 %	92 %	93 %	93 %	90 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p>

# 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)

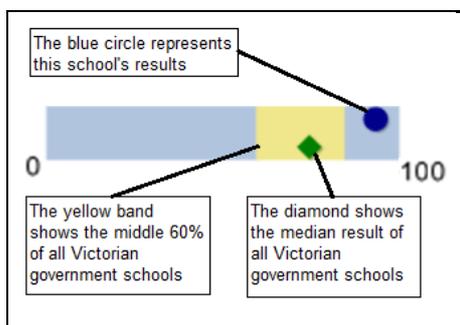
### Engagement

- student attendance and engagement at school
- 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)
  - 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).

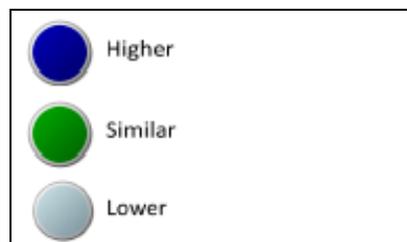


## What does *School Comparison* refer to?

The 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 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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 and Community Schools 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 their first 11 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').

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,866,537	High Yield Investment Account	\$18,467
Government Provided DET Grants	\$686,980	Official Account	\$79,841
Government Grants Commonwealth	\$41,946	Other Accounts	\$235,274
Revenue Other	\$7,893	<b>Total Funds Available</b>	<b>\$333,582</b>
Locally Raised Funds	\$463,163		
<b>Total Operating Revenue</b>	<b>\$6,066,519</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$127,693		
<b>Equity Total</b>	<b>\$127,693</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,789,342	Operating Reserve	\$10,782
Books & Publications	\$1,423	Capital - Buildings/Grounds incl SMS<12 months	\$225,000
Communication Costs	\$6,109	Revenue Received in Advance	\$97,800
Consumables	\$108,725	<b>Total Financial Commitments</b>	<b>\$333,582</b>
Miscellaneous Expense <sup>3</sup>	\$208,225		
Professional Development	\$17,052		
Property and Equipment Services	\$241,911		
Salaries & Allowances <sup>4</sup>	\$458,422		
Trading & Fundraising	\$93,575		
Travel & Subsistence	\$38,833		
Utilities	\$38,327		
<b>Total Operating Expenditure</b>	<b>\$6,001,944</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$64,576</b>		
<b>Asset Acquisitions</b>	<b>\$6,950</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 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.