

# 2018 Annual Report to The School Community



School Name: Mooroolbark East Primary School (5059)



- 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 Regulation 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 2018 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 07 March 2019 at 02:59 PM by Matthew Mulcahy  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 25 March 2019 at 04:08 PM by Karen Ellis (School  
Council President)

## 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. In early 2018, a redevelopment was completed, with two buildings totally refurbished and a full size sports stadium erected.

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.

The student population of 614 children in 2019 comes from a diverse socio-economic background. Enrolments are likely to remain steady 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. A consistent approach to the teaching of Reading, Writing and Mathematics has been embedded in recent years. 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, including a biannual student tour of China in the September school holidays. We also have a strong and evolving relationship with Joy Primary School in Uganda. Mandarin is the schools' language subject and Global Education is a specialist area. Our school is well supported by an enthusiastic community, an effective and highly functional 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.

Mooroolbark East Primary 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 teachers 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 several 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 be the best version of themselves - academically, socially and emotionally.

### 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. In 2018, there was specific emphasis within the AIP on the implementation of a school wide instructional reading model. The school was allocated two Teaching Partners as part of the DSSI (Differentiated Support for School Improvement) initiative. Peer observations were implemented and there was a greater emphasis placed on instructional leadership, through the work of two Teaching Partners and two Learning Specialists. In 2019, the focus on the instructional reading model will remain, along with the introduction of an instructional writing model (incl. 6+1 Traits), supported and enhanced by Learning Specialists, demonstration lessons, further peer observations and learning walks.

### Achievement

Student achievement data remained similar to the state mean across most learning areas in 2018. Teacher judgements placed 94.3% of students at or above the expected standard in Mathematics, which is considerably higher than the 91.1% state average. The percentage of students in the top 3 bands of reading and numeracy in Year 3 and 5 was quite a bit higher than the 4 year average, which was a pleasing result. Learning gain (relative growth) has been a particular focus for the school in recent years and, given the effort and resources allocated to the instructional reading model in the past 18 months, it was encouraging to see our best relative growth data in reading for many years (27.3% of students achieving high growth in 2018).

It is hoped that the use of data walls, differentiated classroom practices, individualised learning programs, consistent instruction, strong instructional leadership and greater data literacy will see student achievement continue to improve in the foreseeable future.

### Engagement

The trend in student attendance data continues to be pleasing with student absences remaining well below the state average. The average attendance across the school (P-6) is a just over 94%, which directly relates to the school ethos of "it's not okay to be away". Mooroolbark East Primary School students are engaged with a wide range of extra-curricular opportunities through all specialist and classroom subjects. The Junior School Council is heavily involved in coordinating special events for the school community, whilst the school fete was successful yet again. Students and their families feel connected at MEPS and communication between staff, leadership and parents is very strong. Absences are monitored closely and, where necessary, parents are contacted regarding any concerns.

### Wellbeing

In 2018, four new, community consulted values were launched at Mooroolbark East Primary School - Kindness, Respect, Resilience and Growth. These values were launched in conjunction with a new school logo and the opening of refurbished buildings. The school also engaged the services, and became a partnership school of, The Resilience Project, which included student, staff and parent sessions. The strategic implementation of the values and The Resilience Project were received very positively by the school community and these have begun to underpin all that we do at the school. As has been the case in recent years, survey responses in relation to school connectedness and management of bullying are similar to statewide averages. 2018 saw a slight improvement on

the two year average in both these areas.

From 2019, students will participate in regular Resilience Project sessions throughout the year focusing on Empathy, Gratitude and Mindfulness, as well as using student journals to track their thoughts and feelings. Further professional development will be provided to staff in Term 1.

### **Financial performance and position**




The financial performance was in line with budget expectations. The school received Equity funding of \$139,844 which was directly allocated to provide students with targeted educational opportunities. The \$213,334 surplus is healthy for a school of this size and has increased due to a boost in the SRP and other government grants in line with increased enrolments.

## 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: 

### School Profile

#### Enrolment Profile

A total of 607 students were enrolled at this school in 2018, 286 female and 321 male.

6 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






#### School Staff Survey

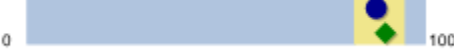
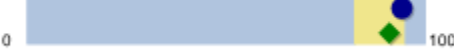


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## 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>Teacher Judgement of student achievement</b></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> Higher</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>	<p><b>Reading</b></p> <p><b>Numeracy</b></p> <p><b>Writing</b></p> <p><b>Spelling</b></p> <p><b>Grammar and Punctuation</b></p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="542 907 1027 1003"> <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>95 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	93 %	93 %	92 %	94 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	93 %	93 %	92 %	94 %	92 %										

## 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><b>Results: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Similar</p> <p> 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><b>Results: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

### Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$5,209,277
Government Provided DET Grants	\$820,891
Government Grants Commonwealth	\$21,173
Revenue Other	\$10,771
Locally Raised Funds	\$605,204
<b>Total Operating Revenue</b>	<b>\$6,667,316</b>

Funds Available	Actual
High Yield Investment Account	\$4,437
Official Account	\$37,315
Other Accounts	\$330,899
<b>Total Funds Available</b>	<b>\$372,651</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$139,844
<b>Equity Total</b>	<b>\$139,844</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$5,091,185
Books & Publications	\$1,396
Communication Costs	\$5,326
Consumables	\$118,962
Miscellaneous Expense <sup>3</sup>	\$253,607
Professional Development	\$15,589
Property and Equipment Services	\$293,231
Salaries & Allowances <sup>4</sup>	\$404,486
Trading & Fundraising	\$131,865
Travel & Subsistence	\$85,675
Utilities	\$52,661
<b>Total Operating Expenditure</b>	<b>\$6,453,982</b>

Financial Commitments	
Operating Reserve	\$10,000
Other Recurrent Expenditure	\$23,815
Funds Received in Advance	\$97,985
Capital - Buildings/Grounds < 12 months	\$260,000
<b>Total Financial Commitments</b>	<b>\$391,800</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$213,334</b>
<b>Asset Acquisitions</b>	<b>\$0</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 15 March 2019 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)

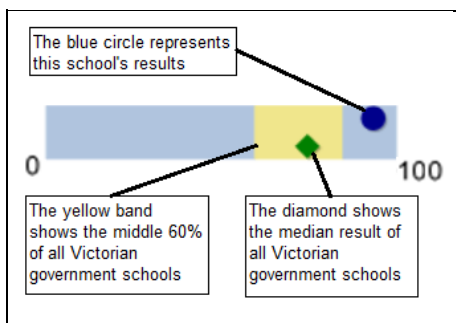
### Engagement

- student attendance and engagement at school
- 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).

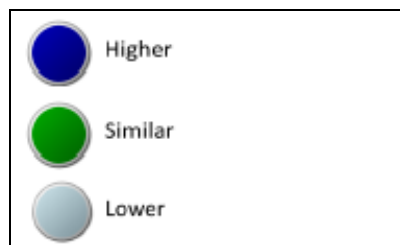


## What does *School Comparison* refer to?

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*' or '*ND*' 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').