

2019 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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 July 2020 at 11:04 AM by Matthew Mulcahy (Principal)

The 2019 Annual Report to the school community:

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

Attested on 28 October 2020 at 02:00 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 some children who come from the surrounding suburbs of Mt Evelyn, Lilydale, Montrose, Kilsyth and Croydon. In 2019, the school implemented a revised enrolment policy, with children living within the school zone and younger siblings of current students given priority.

The student population of 620 children in 2020 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, led by a strong Learning Specialist and School Improvement Team. The school also has a strong emphasis on catering for the individual needs of every student – academically and emotionally.

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, State School Spectacular, School Production and various sporting events such as Hoop-time, Cross Country, Swimming, Skiing, Surfing 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, whilst the school offers Before School and After School Care programs with Camp Australia.

We have two sister schools in China and is committed to these relationships, which were first established in 2011. As part of this, 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 2019, the school focused on the following FISO dimensions and key improvement strategies:

1. Building Practice Excellence (KIS: Whole School Instructional Model - Reading and Writing)

KEY TARGETS:

SCHOOL STAFF SURVEY:

Academic Emphasis - 85+ (79 in 2018)

Instructional Leadership - 90+ (83 in 2018)

Use Pedagogical Model - 90+ (75 in 2017, 87 in 2018)

NAPLAN RELATIVE GROWTH:

High > 20% all dimensions Yrs 3-5 & Yrs 5-7

Low < 30% all dimensions Yrs 3-5 & Yrs 5-7

2. Building Practice Excellence (KIS: Build a whole school culture of accountability and feedback)

KEY TARGETS:

STAFF SURVEY:

Teacher Collaboration - 90+ (84 in 2018)

Visibility - 80+ (75 in 2018)

Feedback - 85+ (75 in 2017)

Professional Learning Through Peer Obs - 95+ (90 in 2018)

Seek Feedback to Improve Practice - 90+ (68 in 2017, 86 in 2018)

Achievement

Data coming out of the 2019 school year was incredibly pleasing with the following key targets in the 2019:

SCHOOL STAFF SURVEY:

Academic Emphasis - 85+ (79 in 2018) ----> Maintained - 79%

Instructional Leadership - 90+ (83 in 2018) ----> Achieved - 91%

Use Pedagogical Model - 90+ (75 in 2017, 87 in 2018) ----> Achieved - 93%

NAPLAN RELATIVE GROWTH:

High > 20% all dimensions Yrs 3-5 & Yrs 5-7 ----> Achieved in all domains, excluding Numeracy.

Low < 30% all dimensions Yrs 3-5 & Yrs 5-7 ----> Achieved in all domains.

STAFF SURVEY:

Teacher Collaboration - 90+ (84 in 2018) ----> Improved - 87%

Visibility - 80+ (75 in 2018) ----> Improved - 77%

Feedback - 85+ (75 in 2017) ----> Achieved - 88%

Professional Learning Through Peer Obs - 95+ (90 in 2018) ----> Improved - 93%

Seek Feedback to Improve Practice - 90+ (68 in 2017, 86 in 2018) ----> Improved - 86%

Through in 2020, some more specific goals regarding early years literacy will be a particular focus. Data walls,

individualised learning programs, a consistent instructional model and strong instructional leadership will remain key strategies for continued growth across all areas of the school and the data points above.

Engagement

Data:

* The percentage of students absent for 20 or more days in 2019 was 19% - significantly less than other schools in our Network (23%) and across the state (27%)

* the 2019 Grade 5 cohort was the only year level that matched state percentages for 20 or more days of absence (27%)

The school wellbeing team has a strong focus on addressing issues of non-attendance and school refusal. This is led by one of the Assistant Principals as well as a School Psychologist employed three days per week. In 2019, there was a very small percentage of students with low attendance rates and in all cases a "team around the learner" approach was used. Open communication with parents/carers was important with this and documentation (along with attendance data) via GradeXpert enabled consistent reviews both formally (as part of SSGs) and informally (phone calls, emails, check ins)

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.

Wellbeing

On the back of a very successful introduction of four new school values in 2018 and our continued partnership with The Resilience Project, Mooroolbark East Primary School has an incredibly strong culture of wellbeing, positivity and inclusiveness. Students participate in Resilience Project activities weekly, with particular emphasis on gratitude, Empathy and Mindfulness. Feedback, anecdotal evidence and school wide surveys reflects this. Mooroolbark East Primary School provides excellent wellbeing support options for both students and parents, with one Assistant Principal's key role to be managing this area. We employ our own School Psychologist three days per week, a School Chaplain two days per week and all staff have participated in professional development focusing on supporting kids and families with additional needs and from trauma backgrounds.

In 2020, a major focus will be on the mental health of staff (both teachers and ES), with all members of the MEPS team setting wellbeing goals for 2020.

Financial performance and position

The financial performance was in line with budget expectations. The school received Equity funding of \$175,822 which was directly allocated to provide students with targeted educational opportunities. The \$47,138 surplus is healthy and is set to increase over the course of 2020 with some changes to the staffing demographic forecast. The school fundraising committee had an extraordinarily productive year raising a total of \$39,725 - well above expectations and results from previous years. In late 2019, the school established a leasing agreement to update both the junior and senior playgrounds to better reflect the significant increase in student numbers since they were originally constructed. The school will look at funding/grant options in 2020 as we look to build upon the schools facilities, particularly under cover areas and synthetic play options.




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




Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.











All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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


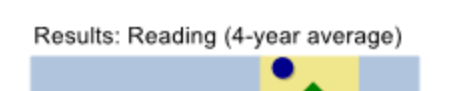






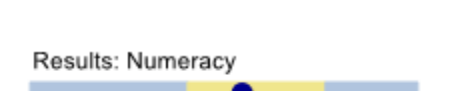



Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 614 students were enrolled at this school in 2019, 282 female and 332 male.</p> <p>6 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</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

Achievement	Student Outcomes	Similar 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Above </p>

Performance Summary

Achievement	Student Outcomes	Similar 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>Below </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>Below </p> <p>Below </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>59%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>68%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>54%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>48%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>54%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	59%	23%	Numeracy	20%	68%	12%	Writing	18%	54%	28%	Spelling	17%	48%	35%	Grammar and Punctuation	26%	54%	20%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	93 %	93 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	93 %	93 %	92 %	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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Similar ●</p>
<p>Students Attitudes to School - Management of Bullying</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>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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,400,981	High Yield Investment Account	\$168,968
Government Provided DET Grants	\$814,274	Official Account	\$426,118
Government Grants Commonwealth	\$31,550	Other Accounts	\$17,291
Government Grants State	\$788	Total Funds Available	\$612,376
Revenue Other	\$29,017		
Locally Raised Funds	\$536,971		
Total Operating Revenue	\$6,813,580		
Equity¹			
Equity (Social Disadvantage)	\$175,823		
Equity Total	\$175,823		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,354,260	Operating Reserve	\$235,952
Books & Publications	\$1,202	Other Recurrent Expenditure	\$329,109
Communication Costs	\$5,419	Funds Received in Advance	\$118,800
Consumables	\$135,667	Total Financial Commitments	\$683,861
Miscellaneous Expense ³	\$507,491		
Professional Development	\$13,107		
Property and Equipment Services	\$222,809		
Salaries & Allowances ⁴	\$412,060		
Trading & Fundraising	\$122,296		
Travel & Subsistence	\$1,200		
Utilities	\$44,383		
Total Operating Expenditure	\$6,819,895		
Net Operating Surplus/-Deficit	(\$6,314)		
Asset Acquisitions	\$23,250		

(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 20 March 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

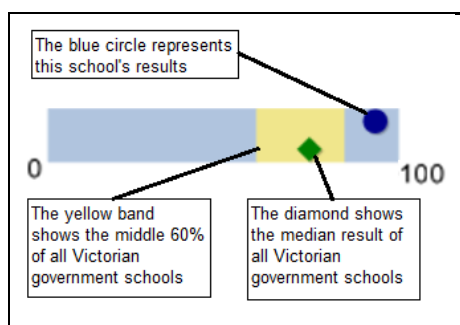
Engagement

- student attendance and engagement at school
- 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).

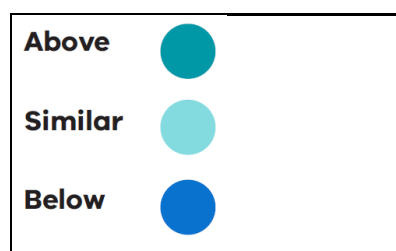


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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



What does '*Data not available*' or '*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').