

## 2015 Annual Report to the School Community

**Movelle Primary School**

**School Number: 5139**



**Name of School Principal:**

**WILLIAM HUNT**

---

**Name of School Council  
President:**

**JENNY  
VELJANOVSKI**

---

**Date of Endorsement:**

**26<sup>TH</sup> APRIL 2016**

---

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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

Movelle Primary is located in St. Albans. During 2015 our student enrolments were 205. We had a high proportion of families from non-English speaking backgrounds. A large percentage of our families held Healthcare cards and were eligible for the new Camps and Excursions Fund that the government released through the year. Our SFO rating was 0.7635 last year.

The school operated with 9 classes: 2 Prep /Ones, 2 Grade 1/2s, 2 Grade 3/4s and 3 Grade 5/6s. Specialist programs offered were: PE, LOTE and The Arts.

The school had 21.17 staff members consisting of: 2 Principal Class, 12.1 teachers and 7.07 EFT Education Support Staff. We used our Koorie Early Years Numeracy and Literacy Funding to employ a tutor to work with those children who were eligible for support under the program. All classes were composite in structure. Classes were housed in flexible working spaces. As our focus in 2015, was to improve Literacy and Numeracy standards, we continued to use our school based coaches to further develop teacher capacity in these learning areas. We utilized the services of a consultant to improve the teaching of speaking and listening. Our Low SES funding subsidized this.

We employed a Primary Welfare Officer (Social Worker) to support the general welfare of students. A speech pathologist co-ordinated the Language Support Intervention Program; and a combination of the Fountas and Pinnel Levelled Literacy Intervention program and the Bridges Literacy Intervention program was offered to support lower achieving students to develop their reading comprehension skills.

Staff of the Prep and Grade One students continued to utilize our LEAP centre. This centre provides students with experiences that develop oral language and promote learning in the areas of Literacy and Numeracy. Staff will continue to require professional development in this area of learning. A “Kinda Kinder” program for pre-school age children was retained during 2015; offering pre-schoolers the opportunity to engage in learning and transition activities. We offered a Kinder to Prep transition program over Terms 3 and 4 to prospective prep students.

We continued to work tirelessly to improve student performance levels in English and Mathematics by building leadership and teacher capacity. Further professional learning was undertaken that encompassed how to run effective PLTs. (Professional Learning Teams) Teachers looked at enhancing our processes to analyse student achievement data and provide the most appropriate “next steps” in children’s learning. Finally, there was professional learning in the areas of Visible Learning for all new staff however, this learning should continue in 2016.

Parent satisfaction with Movelle Primary School, as derived from the annual parent opinion survey, scored above the State median of all primary schools in Victoria. The school staff opinion survey that measures the level of endorsement by staff on *school climate* was slightly below the State median of all primary schools but within the 60 % range of all Victorian primary schools.

### Achievement

During 2015, Movelle Primary School continued its focus on improving teacher capabilities to make gains in the academic areas of Literacy and Numeracy across the school. A consultant worked with school-based coaches and staff to develop effective strategies to promote oral language in classrooms and the how to effectively implement the use of English as an Additional Language strategies to assist our cohort of students. The consultant also worked with the teaching staff to build a shared understanding of effective teaching strategies, assist with planning, curriculum development, assessment and the analysis of student achievement data. This emphasis on building teacher capacity should continue over the coming years. This consultant was funded by using part of our low SES funding.

Provision of time was made available for grade teams (PLTs) to meet and analyse student achievement data and to plan for the “next steps” in teaching to assist each student’s development and to ensure learning programs were sequential.

**In summary, in the area of Student Achievement:**

Teacher assessments of student progress indicate that our student achievement levels were *‘similar’* to schools comparable to Movelle Primary School for English and *‘higher’* for Mathematics.

**2015 Grade three NAPLAN** achievement data indicates that Movelle students progressed at a level below the State means across Reading and Numeracy, and *‘lower’* to schools comparable to Movelle PS.

Over a four year period, our averaged results were *‘similar’* in Reading and Numeracy to comparable schools.

However, we met our A.I.P. targets for Reading and Numeracy, but did not show the required growth in the area of Writing.

**2015 Grade five NAPLAN** achievement data indicates that in Reading, our students performed *'lower'* than those students in comparable schools and our 4 year average is *'lower'* than students in comparable schools. Our NAPLAN grade 5 Numeracy data is more positive and indicates our students performed at a *'similar'* level with those students in comparable schools and our 4 year average was *'similar'* to comparable schools. We will continue to review current practices and place greater attention and effort into all areas that are impacting on student learning rates. (i.e. environment, supportive climate, vocabulary development, parental involvement, teacher capacity and high expectations) Our Annual Implementation Plan targets for learning gains for students from grade 3 to 5 were achieved in the areas of Reading and Numeracy, but we did not meet targets of growth in Writing. Low levels of *"high"* Naplan Learning Gain across Reading, Writing and Numeracy are still a concern and require further effort and consistency to attain greater levels of improvement from our students. We had 8 students funded under Program for Students with Disabilities in 2015. All children on the program were at satisfactory or above in achieving their own individual learning goals. 5 of those children were also assessed using AusVels in some areas of the curriculum.

### Engagement

Our levels of engagement in 2015 indicated clear improvement over our 2014 results. Student absenteeism has continued to decline over the past 5 years. In 2011, our averaged student absenteeism was at 19.15 days absence per student per year (P-6) in 2011. In 2015 it is decreased to 14.5 which is very pleasing. This is substantial improvement, measuring *'higher'* than schools that are comparable to Movelle PS. Our absence data is largely due to extended family holidays and some illness.

Staff have continued to encourage students to engage and attend school regularly. We track absence data and certificates and prizes are awarded to students each term who have achieved near perfect or perfect attendance during each term. Office staff and teachers still make phone calls to the parents of absent students and have offered assistance to parents to get their children to school where appropriate.

Our Student Attitudes to School survey data also indicates there was an increase in the level of engagement between students and their learning in 2015. Compared to 2014 data, there were improvements in the areas of student Learning Confidence; Stimulating Learning; Student Motivation; Teacher Effectiveness and; Teacher Empathy.

Movelle Primary School continued in its effort to engage students by providing greater access to Information Technology devices, such as iPads and Laptops. Students in the senior grades (5 & 6) have had a second year of access to laptops on a 1:1 ratio and this has proven to be a successful tool in boosting engagement of students.

Engaging students with their school work is a key consideration when teachers plan units of study at each level. Teachers involved their students in areas of planning where appropriate.

Movelle Primary School has worked diligently to increase levels of engagement with other schools, kindergartens and sporting bodies last year. During 2015, our ANZAC Day service attracted many community and school groups, who attended and were involved in the service: laying wreaths; speaking at the service and; laying poppies in our ANZAC Garden.

### Wellbeing

Our data shows continual improvement in the area of *"Connectedness to School"* from the Student Attitudes to School Survey, rising to 4.49 in 2015, out of a possible score of 5.0. This score is classified as *"Similar"* to schools comparable to Movelle PS.

As part of our Wellbeing focus in 2015, we continued to operate a school-wide CASEA program for students and families to support them with behavioural, emotional and social concerns of their children. This has become an ongoing program aimed at meeting these areas (emotional and social) of student wellbeing.

During 2015, all staff members took part in professional learning on the topic of Poverty in schools. This was aimed at giving staff a deeper understanding of some of the wellbeing issues that affect our clientele.

There has been a conscious decision to be more competitive in attracting enrolments by making connections with local kindergartens and day care facilities. This also needs to be strengthened in 2016.

Movelles Primary School also engaged other local schools and invited several neighboring schools to our ANZAC service. This was well attended by not only other schools, but local community groups as well.

## Productivity

The school continues to operate within its budget utilizing our revenue in a manner that supports the school to implement its School Strategic Plan and Annual Implementation Plan.

2015 saw the introduction of the Camps and Excursions Fund for low income earners and this actually assisted us in encouraging greater participation in school based activities, such as excursions. Movelles had supported the Camps and Excursions fund further using Low SES funding to support families meet these expenses. We also utilized the Low SES funding to provide staff in the form of a school-based coach for numeracy. This allowed us to provide support to all staff in the teaching of Numeracy. Movelles PS continued to develop its teacher capacity and utilized Low SES funding for teacher professional development. The commitment of funding resources to professional learning should continue, specifically, in the areas of McRel's Balanced Leadership Program, Classroom Instruction That Works Program and strengthening our collective understanding of the principles and practices of Visible Learning and Professional Learning Teams (PLTs) These areas have been identified as core to improving student learning at Movelles Primary School.

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 204 students were enrolled at this school in 2015, 98 female and 106 male. There were 43% of EAL (English as an Additional Language) students and 4% 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.








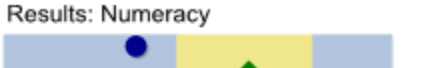






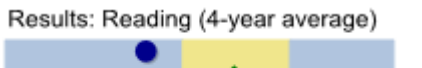
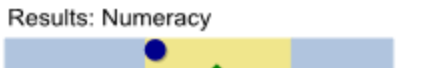
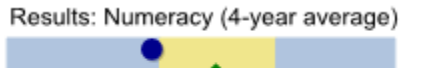




## Performance Summary

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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Higher</p>
<p><b>Towards Foundation Level AusVELS</b></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><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></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><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> Lower</p> <p> Similar</p> <p> Lower</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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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"> <caption>NAPLAN Learning Gain Data</caption> <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>45%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>50%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>57%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>35%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>55%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	41%	45%	14%	Numeracy	14%	50%	36%	Writing	24%	57%	19%	Spelling	30%	35%	35%	Grammar and Punctuation	35%	55%	10%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	41%	45%	14%																							
Numeracy	14%	50%	36%																							
Writing	24%	57%	19%																							
Spelling	30%	35%	35%																							
Grammar and Punctuation	35%	55%	10%																							








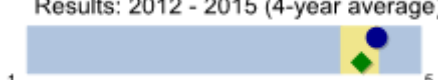


## Performance Summary

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														
<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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1035 920"> <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>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	93 %	93 %	91 %	93 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	93 %	93 %	91 %	93 %										

## 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><b>Students Attitudes to School - Connectedness to School</b></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> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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> Higher</p> <p> Higher</p>

# How to read the Performance Summary

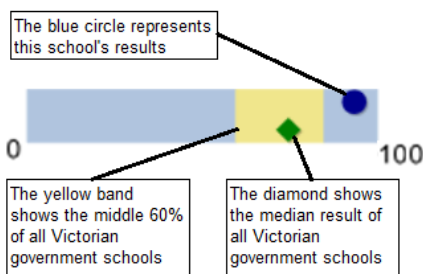
## What are student outcomes?

*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.

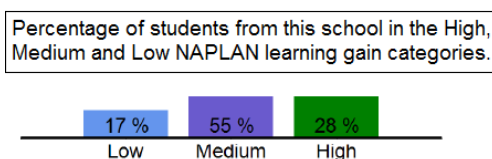
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

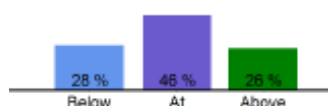


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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

### Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,005,599
Government Provided DET Grants	\$430,552
Government Grants Commonwealth	\$21,490
Revenue Other	\$15,793
Locally Raised Funds	\$118,281
<b>Total Operating Revenue</b>	<b>\$2,591,716</b>

Funds Available	Actual
High Yield Investment Account	\$181,198
Official Account	\$13,536
Other Accounts	\$109,666
<b>Total Funds Available</b>	<b>\$304,400</b>

Expenditure	
Student Resource Package	\$1,940,764
Books & Publications	\$8,025
Communication Costs	\$4,154
Consumables	\$33,572
Miscellaneous Expense	\$90,102
Professional Development	\$18,246
Property and Equipment Services	\$158,844
Salaries & Allowances	\$180,297
Trading & Fundraising	\$41,721
Travel & Subsistence	\$0
Utilities	\$32,052

Financial Commitments	
Operating Reserve	\$83,457
Asset/Equipment Replacement < 12 months	\$44,218
Capital - Buildings/Grounds incl SMS<12 months	\$14,830
Maintenance - Buildings/Grounds incl SMS<12 months	\$60,000
Revenue Received in Advance	\$11,804
Provision Accounts	\$10,717
Other recurrent expenditure	\$23,874
Asset/Equipment Replacement > 12 months	\$17,500
Capital - Buildings/Grounds incl SMS>12 months	\$38,000
<b>Total Financial Commitments</b>	<b>\$304,400</b>

**Total Operating Expenditure**      **\$2,507,777**

**Net Operating Surplus/-Deficit**      **\$83,939**

**Asset Acquisitions**      **\$0**

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

Movelle Primary School had a collective financial operating budget of \$2,591,716 for the year 2015. Our total operating Expenditure totaled \$2,507,777 leaving a net operating surplus of \$83,939. Our main operating expenditure items were in the areas of Property and Equipment Services ( General maintenance and repairs in and around the school) and, Salaries and Allowances of local employees.