

2017 Annual Report to the School Community



School Name: Movelle Primary School

School Number: 5139

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

Movelles Primary is located in Kings Park, in Melbourne's western suburbs. During 2017, our student enrolments were 178. We had a large proportion of families from non-English speaking backgrounds. A large percentage of our families received the Camps, Sports, Excursions Fund allowing a greater proportion of our families to attend organized camps, sporting events, and excursions throughout the year. Our SFO rating was 0.7876 and our SFOE was 0.6651. This enabled a large Equity component of our School Resource Package of \$268,433.00 which was utilized to fund school-based coaches, consultants and provide new equipment and opportunities.

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, Performing Arts and The Arts.

Our staffing profile included 14.18 teaching staff members consisting of: 2 Principal Class, 12.18 teachers and 9.6 EFT Education Support Staff which included local and centrally paid employees working in and out of the classroom. All classes were composite in structure. Classes were housed in flexible working spaces.

The school experienced significant changes in leadership during the year. The school Principal was appointed in May and the assistant principal was replaced in an acting capacity while the substantive member was on leave. The business manager was also on leave for the second half of the year.

Our focus in 2017, was to increase Literacy and Numeracy standards through the intense use of school based coaches financed through equity funding. In addition, the staff are engaged in the beginning of documenting a comprehensive learning program outline based on the Victorian Curriculum.

These combined strategies have had a positive impact on student learning and relative growth across Literacy and Numeracy. However, these strategies will require continued emphasis over the next few years to assist in having positive impact across all grade levels.

Movelles employs a Primary Welfare Officer to support the general welfare of students. Language Support Intervention Program and a LLI literacy is offered to support low achieving students in Reading across P-6. A number of classroom programs also run at lunchtime, and electives were offered in term 3&4 to open up choices and experiences for years 5&6.

Framework for Improving Student Outcomes (FISO)

2017 FISO priorities focused on Excellence in Teaching and Learning by building practice excellence and developing curriculum planning and assessment.

Work has begun on the development and implementation of the Instructional Model for Movelles which will improve consistency of teaching practice across the school supported by an Educational Consultant and coaching from the leadership team. Peer and team observation and other forms of sharing practice are emerging practices.

Targeted planning for the implementation of the Victorian Curriculum is an on-going priority for 2018, with the vision to implement a whole school consistent planning process that uses data to inform planning and assessment schedules that are aligned with current DET expectations.

In 2018 there will be an introduction a sub school leaders that will develop, lead and coordinate school improvement outcomes with a particular focus on the top 2 bands.



Achievement

The 2017 teacher judgment data as a measure of students working at or above expected level showed Movelle students to be working at a comparable level to students in like schools with the exception of reading which was lower than like schools.

The combined triangulation of data suggests that there needs to be more work across P-6 on teacher judgement consistency, this will be achieved through PLT and PLC when analysing data as a cohort and whole school in 2018 and beyond.

2017 NAPLAN results were pleasing, with students achieving medium/high growth across all areas. Although 2017 targets were not met in reading and writing for high growth; in response to this data we have set a target for improvement for our Year 4 students in 2017 which we hope will extend to sustained high growth in the 2018 NAPLAN results. NAPLAN item analysis was conducted with the 2017 Year 2 cohort to gauge their entry point for the 2018 NAPLAN assessment in reading; this data indicated that the cohort is coming in at a lower level than the current Year 3 students. Further work will have to be invested in the Year 3 in the beginning of 2018.

Engagement

In 2017, the student engagement data indicated that Movelle records less absences than similar schools, given the background characteristics of the students. Student engagement was a particular focus for Semester Two of 2017, as there was an indication of student attendance beginning to decline due to a range of factors.

Student motivation in Years 4, 5, & 6 continues to be strong and results from our Attitudes to School Survey show a strong sense of connectedness. In Semester Two, the student leadership team led the creation of the school veggie patch, community service and elective subjects. From student-led conferences; students indicated the need for increased technology at Movelle which led to the purchase of upgraded equipment and time put into STEM across the school. It also led to upgrading of the school grounds with synthetic turf, new seating and signage throughout the school to increase students' sense of pride and ownership. This flowed into the classroom environment, improving staff/student furniture and resources to create a safe learning environment.

Wellbeing

Student Safety and School Connectedness both remain very positive with a percentage range from 80%-90% in all areas to schools with similar characteristics. This result continues to show the emphasis we place on providing a safe and supportive learning environment for our students, staff and families at Movelle. This will also be a focus in 2018, with the implementation of student wellbeing programs across P-6 that promote resilience and comfort in a school setting.

Student Safety and School Connectedness both remain similar to schools with similar characteristics. This result continues to reflect the emphasis we place on providing a safe and supportive learning environment for our students. Parent Opinion survey data indicates that 92% of our parents were satisfied with the school overall. From a staff perspective, the school climate module of the School Staff survey demonstrates that there was a decline in percentage of staff were positive about the school climate. The decline in the staff attitude may well be brought on by the unknown and new with a whole change in school leadership including all Principal class, business manager and significance staff illness/personal reasons of a few members.

For more detailed information regarding our school please visit our website at
<http://www.movelleps.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 179 students were enrolled at this school in 2017, 91 female and 88 male.</p> <p>65 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>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

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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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>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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Higher</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>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>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>70%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>5%</td> <td>71%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>48%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	70%	15%	Numeracy	5%	71%	24%	Writing	30%	50%	20%	Spelling	24%	52%	24%	Grammar and Punctuation	33%	48%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	15%	70%	15%																							
Numeracy	5%	71%	24%																							
Writing	30%	50%	20%																							
Spelling	24%	52%	24%																							
Grammar and Punctuation	33%	48%	19%																							



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>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>School Comparison 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="553 913 1036 1003"> <tr> <td>Prep</td> <td>Yr1</td> <td>Yr2</td> <td>Yr3</td> <td>Yr4</td> <td>Yr5</td> <td>Yr6</td> </tr> <tr> <td>90 %</td> <td>91 %</td> <td>90 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	90 %	93 %	94 %	93 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	90 %	93 %	94 %	93 %	94 %										



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>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>Results: 2017</p>	Similar
<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>Results: 2017</p>	Similar

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

In 2017 the school utilised funding from the SRP to support teaching and learning in the areas of Literacy, Numeracy, STEM/STEAM and to support our students with the development of a wellbeing centre and calming space. Purchasing of 4 Australian version of Fountas and Pinnell Literacy Intervention kits; the commencement of a robotics/STEM are was designed. 60 new Net book computers were purchased to replace the current netbooks (7years). Due the aging of the school and the need to refurbish furniture/staff desks and update school grounds significant funds were allocated. The school ended the year in surplus but was heading for a deficit if all local payroll staff were maintained. The CRT budget was also overspent with long term illness and person reasons.

A deposit for front of the school ground works and signage was paid in December 2017 with the remaining balance to be paid in 2018

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,067,262	High Yield Investment Account	\$210,128
Government Provided DET Grants	\$495,698	Official Account	\$26,780
Government Grants Commonwealth	\$8,900	Other Accounts	\$115,566
Revenue Other	\$7,222	Total Funds Available	\$352,474
Locally Raised Funds	\$106,214		
Total Operating Revenue	\$2,685,296		
Equity¹			
Equity (Social Disadvantage)	\$548,316		
Equity Total	\$548,316		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,910,216	Operating Reserve	\$88,645
Books & Publications	\$4,783	Asset/Equipment Replacement < 12 months	\$40,000
Communication Costs	\$4,905	Maintenance - Buildings/Grounds incl SMS<12 months	\$40,000
Consumables	\$37,304	Revenue Receipted in Advance	\$47,173
Miscellaneous Expense ³	\$85,050	Provision Accounts	\$22,000
Professional Development	\$19,738	Other recurrent expenditure	\$10,000
Property and Equipment Services	\$225,931	Asset/Equipment Replacement > 12 months	\$36,488
Salaries & Allowances ⁴	\$174,229	Capital - Buildings/Grounds incl SMS>12 months	\$40,000
Trading & Fundraising	\$35,060	Maintenance -Buildings/Grounds incl SMS>12 months	\$28,168
Utilities	\$33,171	Total Financial Commitments	\$352,474
Total Operating Expenditure	\$2,530,387		
Net Operating Surplus/-Deficit	\$154,909		
Asset Acquisitions	\$0		



- (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.