

2018 Annual Report to The School Community



School Name: Movelle Primary School (5139)



About Our School

School context

Movelle Primary is located in Kings Park, in Melbourne's western suburbs. During 2018, our student enrolments were 180. 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 0.7746 and our SFOE was 0.6521. This enabled a large Equity component of our School Resource Package of \$257,354.00 which was utilized to fund school-based coaches, consultants and provide new equipment to all classrooms to increase student engagement.

In 2018 we had a focus on being a well-managed and well-organised school that is strategic in its, planning and implementation of curriculum programs. We are in the process of changing the structure of classes, and where possible straight classes are set. Our 2018 structure was as follows.

The school operated with 9 classes: 2 X Prep, 1 X Year One, 1 X Year 1&2, 1 X Year 2, 2 X Year 3&4, 1 X Year 5, 1 X Year 6. Specialist programs offered were: PE, LOTE Japanese, Performing Arts and The Arts. Our staffing profile included 14 teaching staff members consisting of: 2 Principal Class, 12.18 teachers and 9 EFT Education Support Staff which included local and centrally paid employees working in and out of the classroom. Classes were housed in flexible working spaces.

The school staffing profile was developed up with minimal changes through the year. The Leadership team was developed and process and structures were put into place. Our focus in 2018, was to develop a guaranteed and viable curriculum (Reading and Mathematics) using the Victorian curriculum and to have all school stakeholders have a common understanding on the school expectations for curriculum delivery were set. Literacy and Numeracy standards through the intense use of school based coaches financed through equity funding.

Welcome community involvement through an open, supportive and consultative environment where contributions are valued. As a school we are instilling the unique and individual strengths of our students and we are nurturing the talents and needs of every student through a positive growth mindset.

Framework for Improving Student Outcomes (FISO)

In 2018 at Movelle Primary School, we worked on the following FISO priority; - Excellence in teaching & learning – building practice excellence and curriculum planning and assessment

Work has continued, with a more in depth approach on the development and implementation of the Instructional Model to increase the consistent teaching practice across the school. In 2018 we were supported by Educational Consultant- Chris Egan who worked with both the leadership team and all staff in a team or 1:1 level. Throughout the year we made improvements to our teaching practice and planning process, and we have observed a difference in our student progress and efficacy. This will continue in 2019.

In 2018 there was an introduction a sub school leaders that were P-2 & 3-6. These leaders worked together to ensure consistency in the delivery of programs and curriculum but also supported each other with shared portfolios that' Literacy & Numeracy. A more concentrated focus for Sub school leaders will be embedded in 2019. This will support to develop, lead and coordinate school improvement outcomes with a particular focus on the top 2 bands in reading.

Achievement

Our 2018 NAPLAN Numeracy results for Year 3 and 5 have remained consistent, with our students performing at a 'similar' level to other similar schools. The number of students making high growth from Year 3 to Year 5 has also increased. The implementation of an assessment schedule allows for the timely collection and analysis of student's data, to identify and monitor student progress and put into place relevant supports, with the goal of enhancing learning gains for each individual student. All students on the Program for Students with Disabilities (PSD) have an individual learning program, quarterly SSG meetings. This has allowed and also shaped satisfactory or increased progress in achieving all of their individual goals.

Learning goals and success criterion were developed for the focus teaching group in all areas of English and Mathematics to ensure that students have a very clear understanding of what they are learning and how they will know that they have been successful. Further development of this will be embedded through "I will" and "I can" statements in 2019 to provide the basis for specific feedback to students about their learning. Daily programs, with a particular emphasis on learning goals and success criterion were shared with education support staff working in the classrooms to ensure a focused approach to instruction.

In 2018, we continued to strengthen the quality of feedback given to students about what they know, what they need to know and how they are going to get there. This ensured that students were active participants with their learning. We have high expectations of student achievement and expect that students always give of their best and develop a very positive and strong work ethic. During 2019 students will be challenged further with their learning to ensure that their best is actualised across all learning areas.

Engagement

Student attendance trend data for days of absence per student is higher the state P-6 average. This means that students at our students have more days absent when compared with other Victorian Government schools. There are many reasons for this but we consider the main reason is due to our cultural background. Many families take time away from school to travel back to their family for extended periods of time.

This area will always remain a priority to ensure that the current cultural change regarding school attendance remains intact.

The school has developed clear guidelines for managing student absences and this whole school approach is firmly embedded in our practices.

The following actions were developed in 2018 and will be embedded in 2019:

Teachers contacted all parents if a student had not returned to school after two days of absence.

Class absence data was discussed each term by all staff. During such discussions 'at risk' students were identified.

Students whose attendance rate fell below 95% were considered at risk. These students were monitored.

Students whose attendance rate fell below 90% were individually tracked with parent contact made each time an absence occurs.

Attendance conferences were held for each student whose attendance data fell below 85%.

Students with 100% attendance rate were acknowledged with a certificate each term that the rate was attained.

A Wellbeing learning specialist checks in with every grade in the first ten minutes of the school day to help celebrate and record those grades with 100% attendance and punctuality. This is known as circle time for all classes.

All students enjoyed camping experiences during 2018 with stay lates, sleepovers and school overnight camps were introduced.

Year 6 Graduation once again was a 2018 highlight with our senior students having their BIG DAY OUT at Luna Park. There was also a student led formal graduation ceremony after hours for all families to attend.

Moving forward, we will continue to develop a program that provides all children with a range of experiences in all aspects of learning with emphasis on incorporating ICT into all school programs. It is imperative at Movelle that we continue to develop an ICT emphasis on Literacy, Numeracy and building a collegiate, professional and supportive working culture that deepens the capacity of all staff to improve student learning.

Wellbeing

Movelle places a high value on student welfare and connectedness and has invested resources into implementing a strong values program and a whole school approach to behaviour.

We have many strategies in place designed to consolidate our core values and support student wellbeing. A 'Start Up' program at the beginning of the year ensures our students start the year in a positive way and staff refer to this consistently throughout the school year. Maintaining our whole school approach to behaviour management and the ongoing reinforcement of school values, ensures a consistent message is understood by the whole school community. Comprehensive and confidential welfare documentation is maintained using COMPASS, and students are referred to appropriate support services as needed. Regular meetings are held with Principal class and School improvement team to discuss 'at risk' students. A wellbeing teacher coordinates programs for students who require additional support.

In 2019 the plans moving forward is the introduction of a wellbeing learning specialist who will also lead the SWPBS.

In 2019 a Speech Therapy Assistant program/LSP for students who have been assessed and identified as requiring support, will also be offered.

The 2018 Parent Opinion Survey results for the variable overall school satisfaction is well above state median for Victorian schools. Movelle POI indicated that 95% of parents were satisfied with the new direction of the school compared to 2017 where there was significant leadership and structural changes.

Students who are engaged are active participants in their learning and want to attend school. Inquiry learning units which value student voice were developed each term. Teachers differentiated the learning to ensure that all students' needs were being met and actively built their students' capacity to become independent learners.

Financial performance and position

2018 the school utilised funding from the SRP to support teaching and learning in the areas of Literacy, Numeracy and to support our students with the development of a wellbeing centre and calming space. Movelle is currently operating with a small surplus. We manage our budgets and staffing at a sustainable level, and due to the transient nature of stakeholders we are conservative with our budget costs. We have introduced voluntary fees, which contribute to our revenue and allow better resourcing in classrooms.




IPADS and accessories were purchased to support the ICT and STEM program. A new school library was fitted out to increase the reading enthusiasm amongst staff and students. Due to 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 unplanned illness and personal reasons.

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 188 students were enrolled at this school in 2018, 86 female and 102 male.

64 percent were EAL (English as an Additional Language) students and ND 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>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> Lower</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> 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>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>36%</td> <td>41%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>62%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>52%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>52%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	41%	23%	Numeracy	14%	62%	24%	Writing	29%	57%	14%	Spelling	29%	52%	19%	Grammar and Punctuation	29%	52%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>91 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	93 %	92 %	91 %	93 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	93 %	92 %	91 %	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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</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	Funds Available	Actual
Student Resource Package	\$2,126,568	High Yield Investment Account	\$336,232
Government Provided DET Grants	\$481,784	Official Account	\$20,934
Government Grants Commonwealth	\$8,706	Other Accounts	\$116,991
Revenue Other	\$14,124	Total Funds Available	\$474,158
Locally Raised Funds	\$158,616		
Total Operating Revenue	\$2,789,798		
Equity¹			
Equity (Social Disadvantage)	\$521,128		
Equity Total	\$521,128		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,975,128	Operating Reserve	\$78,833
Books & Publications	\$3,036	Other Recurrent Expenditure	\$5,768
Communication Costs	\$13,839	Provision Accounts	\$15,555
Consumables	\$59,405	Funds Received in Advance	\$28,411
Miscellaneous Expense ³	\$127,176	School Based Programs	\$1,911
Professional Development	\$6,026	Capital - Buildings/Grounds < 12 months	\$100,000
Property and Equipment Services	\$149,593	Maintenance - Buildings/Grounds < 12 months	\$63,959
Salaries & Allowances ⁴	\$88,934	Capital - Buildings/Grounds > 12 months	\$179,720
Trading & Fundraising	\$21,886	Total Financial Commitments	\$474,158
Travel & Subsistence	\$1,081		
Utilities	\$43,906		
Total Operating Expenditure	\$2,490,011		
Net Operating Surplus/-Deficit	\$299,786		
Asset Acquisitions	\$26,594		

- (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).

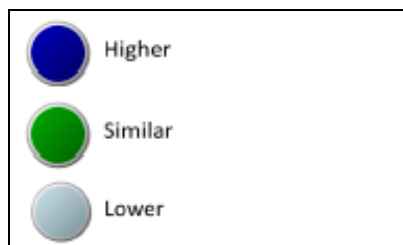


What does *School Comparison* refer to?

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').