

# 2022 Annual Report to the School Community

School Name: Movelle Primary School (5139)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian 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 of the previous calendar year 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 20 April 2023 at 09:00 AM by Karen Wood (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 08:48 AM by Dawn Simovic (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

# About Our School

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## School context

Movelle Primary School is a small community-minded school tucked away in a quiet area in Kings Park, within the City of Brimbank in the Western Suburbs of Melbourne. We are a government primary school providing education for students from Prep to Year Six, and we draw our population from a wide range of cultural and socio-economic backgrounds. In 2021, Movelle has an enrolment of 195 students and 29 staff. During the 2022 school year we had 1 International Student Enrolled. Movelle Primary School prides itself on making a difference to each student's educational capabilities. Movelle students are friendly, co-operative and helpful. Staff are approachable and committed to assisting students in reaching their full potential. We work enthusiastically with families to assist all students to achieve success whatever their ability.

Our School's vision is underpinned by the 'Four R' core **values** of: Respect, Responsibility, Resilience and Relationships. These values are a fundamental part of who we are as a people and as a community. We live, embrace and use these values to talk to our students about their behaviour and the choices they make in a positive framework. We believe that values have a major influence on a person's behaviour and attitude; and the lifelong implications of developing pro-social behavioural habits. These core values serve as broad guidelines in all situations in guiding us in the choices we make and the actions we take.

Movelle Primary School's ICT infrastructure is an important asset 1:1 notebooks for our 2-6 students and 1:1 iPads for students in P-2 to our students' learning facilities. Students use iPads and notebooks as part of our Digital Technologies classes and to support our general curriculum. We also are set up with an ICT lab with 30 desktop computers, complete with touch screens. There are many accessories installed throughout Movelle, such as wireless technology, smart boards, TVs in every classroom, an Interactive Touch Learning Table, network printers and intranet services. In 2022 Heating and Cooling units were updated. This was possible through fundraising and strategic financial management. 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 was 0.7346 and our SFOE was 0.6030. In 2022, 7 students accessed the PSD funding, an additional 5 applications were submitted and many more students receive NDIS funding. No additional funding is given to the school to support students with additional needs. The school advocates for all students and is inclusive in its education. Our equity credit component of our School Resource Package of \$498,895.96 The equity funding supported us in having extra classes with a smaller number of students. School-based coaches provide further Education Support to all classrooms to increase student engagement and wellbeing support. In 2022 we were well-managed to cope with the return to onsite learning due to the success of our Movelle Remote Learning Hub. We provided a hybrid model for families who were still being impacted by Covid with online classes available to those students who were at home due to illness.

We provide a curriculum framework differentiated to meet student needs. Classroom programs are supported by Specialist programs which include Movelle Master Chef (design technology/science/ health), Physical Education, Lote, Digital Technology and Arts.

The creation of a fourth specialist hour has allowed for each classroom teacher to provide an additional Learning Catch Up Hour (LCH/TLI) for students who needed additional interventions after COVID19. It also provided a 2-hour planning block for teams to plan and collaborate in highly effective Professional Learning Teams. Our 2022 structure was as follows. The school operated with 9 classes: 1 X Prep, 3 X Year 1&2, 3 X Year 3&4, 2 X Year 5/6. Our staffing profile included 30 staff members consisting of: 1 Principal, 2 Assistant Principals (Class Curriculum and Student Mental Health/Wellbeing), 13 teachers and 9 Education Support Staff which included local and centrally paid employees working in and out of the classroom. We have 0% of staff employed on local or central payroll that are Aboriginal and Torres Strait Islander.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Throughout the continued challenges of staff and student absence due to Covid in 2021 we were able to continue with a guaranteed and viable curriculum in Reading and Writing. This was effectively developed and communicated by the school for all families and school stakeholders to have a common understanding on the school expectations for curriculum delivery. We enhanced student wellbeing through partnering with Parents and Carers and utilise evidence-based practices and programs which enables us to ensure that students were engaged socially, emotionally and academically.

Classes were housed in flexible working spaces. The school staffing profile was set in teams with all staff to be leaders of their learning. Our focus in 2022, was to build happy, healthy & resilient students and strive to achieve Gold status in our SWPBS program. We also continued to be a lead school in RRRR in 2022 and beyond. We sustained a daily mindfulness/wellbeing program based on our school values with full community connection and leaning partnerships.

The school focussed on the FISO dimension of 'Building Practice Excellence' knowing this is an ongoing responsibility to ensure our students receive high quality and well informed instruction from every teacher who teaches them. Our students generally enrol with low English language skills, disrupted schooling and learning gaps that require informed and high quality teaching to address and quickly rectify. Teachers new to the school need professional learning programs that are able to accelerate both their knowledge and skills to ensure all students receive consistently high quality instruction.

Planning meetings were often attended by senior leadership in order to gain an understand of the issues teachers were experiencing, along with receiving updates on the effectiveness of new instructional practices in writing and. Having Leadership attend planning sessions for support and guidance contributed significantly to the ongoing learning and wellbeing for the majority of students. Planning was based on formative assessment and feedback rather than summative assessments as children readjusted to the routine and rigour of the school day. Some children experienced difficulty settling after such a long period being isolated and disconnected from school. Observations of teacher practice recommenced in term 4 which provided Leaders with an overview for adjustments in weekly planning along with additional feedback to teachers as they recommenced with more targeted teaching and direction for our new strategic plan.

At Movelles our Naplan results indicated that the percentage of students are working at or above the expected age level in English. Results showed Naplan, Year 3 Reading showed 38% of students in the top 2 bands, above the similar schools average. Year 5 Reading showed 16% of students in the top 2 bands. Results showed Naplan, Year 3 Writing showed 28% of students in the top 2 bands, above the similar schools average. Year 5 Writing showed 16% of students in the top 2 bands.

## Wellbeing

The welfare of students, teacher and parents became a priority that had not specifically been identified in the 2022 AIP. It quickly became a constant underlying focus of the school's Principal Class Team from the beginning of 2022 and until the end of the year. With a high percentage of our community having families living overseas in countries significantly impacted by COVID-19 considerable sensitivity and understanding was required to balance learning with the anxiety students and parents were experiencing. Welfare calls became a daily priority and vulnerable students were identified and the tutor learning program initially focused on mental health and wellbeing in addition to our comprehensive social and emotional learning program. The positive impact this had on these children was almost immediate and assisted families to have continued confidence in the school. Movelles Primary continued to embed School Wide Positive Behaviour Support Framework (SWPBS) to improve consistency of behaviour management and acknowledgement across the school. In 2022 Movelles was one of 3 school in the state to be awarded GOLD status. Our Social and Emotional Learning program is supported by the Resilience, Rights and Respectful Relationships curriculum. Targeted lessons for all year levels ensured that students were able to reflect on their own wellbeing and put strategies in place when needed.

## Engagement

Movelles promotes a positive environment in which all staff assume responsibility for student health and wellbeing to ensure all students engage in successful learning experiences.

The school has an attendance policy and strategies to improve student attendance making daily phone calls for unexplained absences. All student attendance concerns are addressed following school protocol and based on Ministerial Guidelines. Movelles Primary School places a major focus on high expectations and encouraging students to be responsible decision makers who are urged to use student voice to have a say in factors that influence our school climate.

The following programs/initiatives are implemented to promote a culture of positive wellbeing for all of our students:

Breakfast Club

Social Skills Lessons

Ramsey Positive Reward Systems

Program for Students with Disabilities

Student Support Group Meetings (SSG's)

Lunchtime Activities

Pre-Prep transition program to support school readiness

Prep play based oral language experience program to develop students' oral, written and reading vocabulary

Movelles phonics program supporting literacy acquisition for all students across Prep to Year 2

Differentiated learning programs to target learning at point of need for EAL students

Assessments and intervention in small groups or 1:1

Vietnamese community liaison officer was employed full time to support and strengthen community ties with the Vietnamese community

Lockers for our year 6 students to allow preparation/organisation for secondary school

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## Other highlights from the school year

The school has been working closely with key stakeholders to build a three and four year old kinder. The kindergarten will be managed by Brimbank Council and will be fully operational in 2023 for both 3 & 4 year old children and their families.

A significant program that was implemented in the school was the Movelles Master Chef program, which was a hands on, real life experience program, where students learnt about food sources, how to cook and grow their own food. Teachers and parents note high student engagement during these lessons. Teachers commented on how students would try foods that they have never experienced before and for a few students it was one of the lessons in the week where they would fully immerse themselves in the learning.

The school's inclusive education for all made Movelles a leader in the Marrung Education Plan with the Principal and two staff members involved in the Marrung education study. The school implemented the Marrung Aboriginal Education Plan and campfire conversations.

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## Financial performance

Movelles Primary School maintained a sound financial position throughout 2022. The school council allocation of funds to support school programs and priorities. The school utilised funding from the SRP to allow for smaller class sizes across the school to provide the additional social and emotional support provide. The financial planning also provided professional learning and mentoring for all school based staff. It also allowed the continuation of SWPBS that is blended with RRRR in 2022. This was a key to the success of our wellbeing program. We have utilised funds to continue to develop facilities and equipment for the school. COMPASS has been embedded into the school climate on a daily basis along with a PBIS. Movelles is currently operating with a surplus due to sensible and relevant spending across areas of need. This will change in the future with the number of ongoing staff and a decline in enrolments due to families moving out of the school zone to new estates. Equity funding was used to purchase /upgrade technology resources across all year levels. Funds have been budgeted for the update of school grounds once the kinder is complete along with updating heating, cooling and classroom/school security. Movelles ended the 2022 school year in surplus.

# Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 198 students were enrolled at this school in 2022, 106 female and 92 male.

61 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

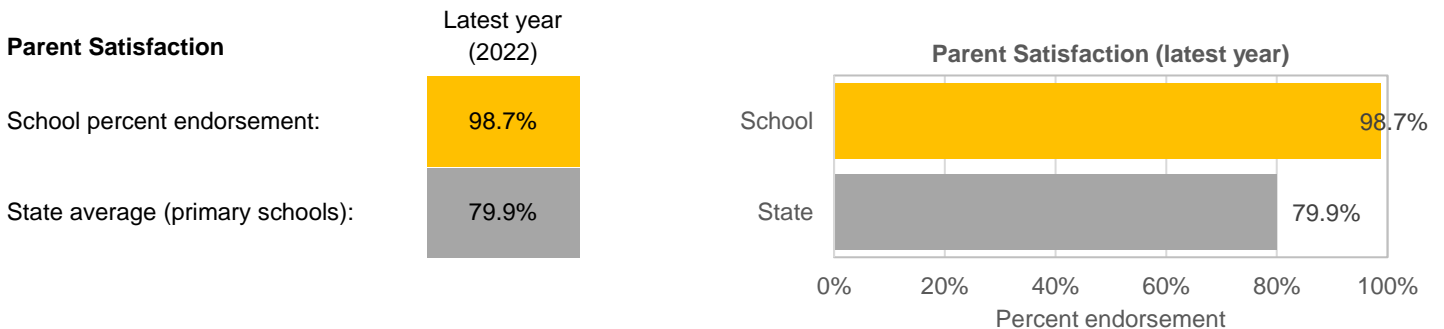
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

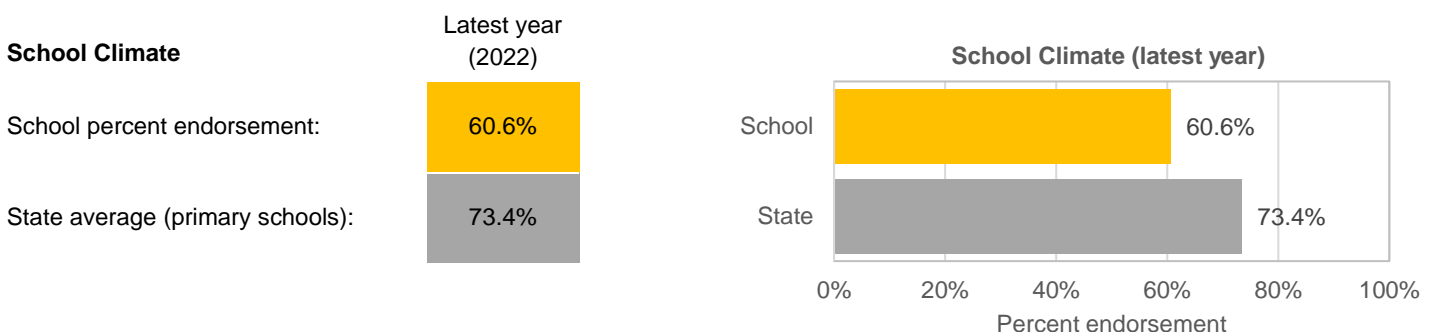


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

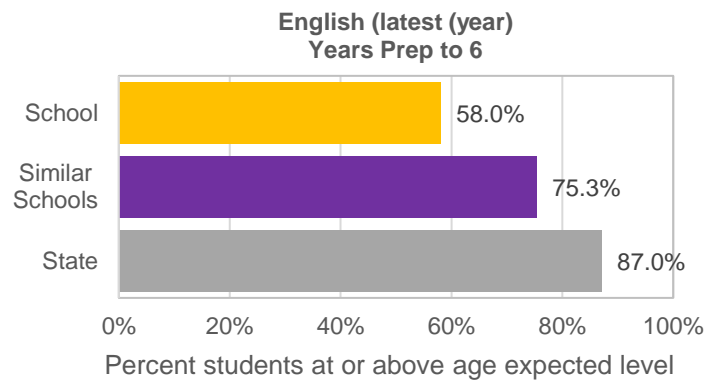
58.0%

Similar Schools average:

75.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

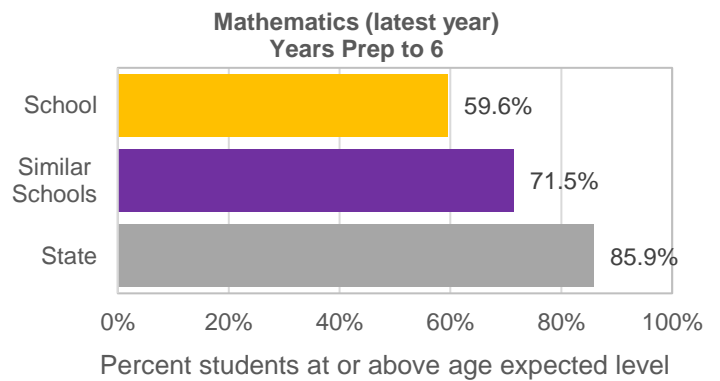
59.6%

Similar Schools average:

71.5%

State average:

85.9%





## LEARNING (continued)

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

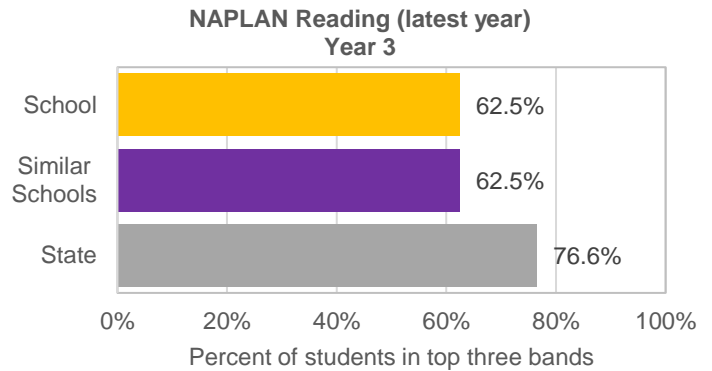
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

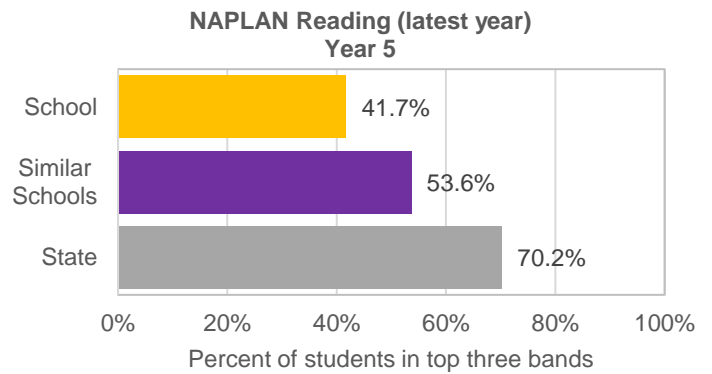
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	64.9%
Similar Schools average:	62.5%	62.3%
State average:	76.6%	76.6%



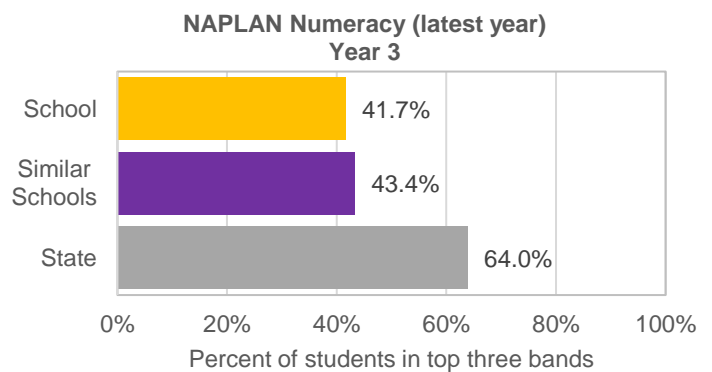
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.7%	51.2%
Similar Schools average:	53.6%	53.3%
State average:	70.2%	69.5%



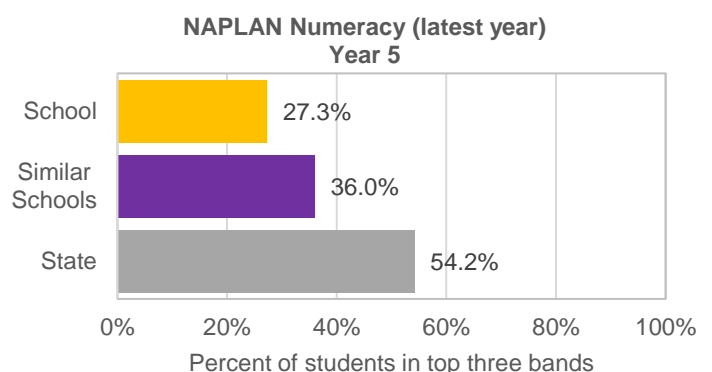
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.7%	44.7%
Similar Schools average:	43.4%	47.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.3%	36.3%
Similar Schools average:	36.0%	40.3%
State average:	54.2%	58.8%



## WELLBEING

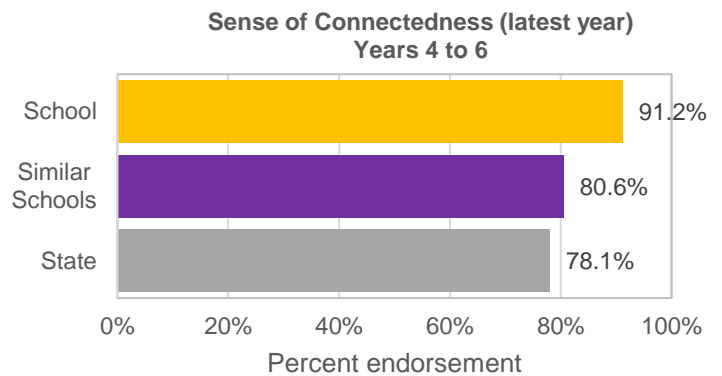
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	91.2%	87.5%
Similar Schools average:	80.6%	81.5%
State average:	78.1%	79.5%

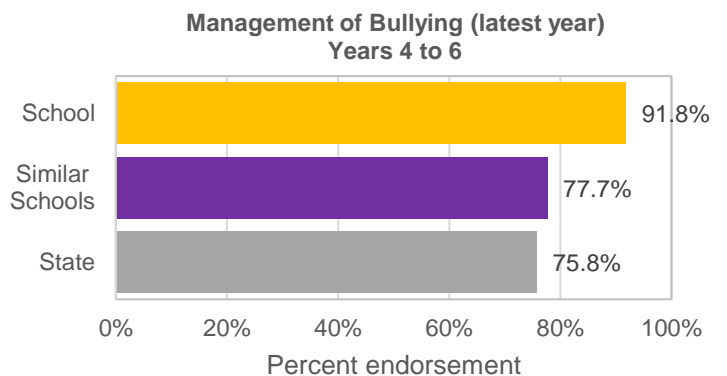


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	91.8%	85.1%
Similar Schools average:	77.7%	79.9%
State average:	75.8%	78.3%



## ENGAGEMENT

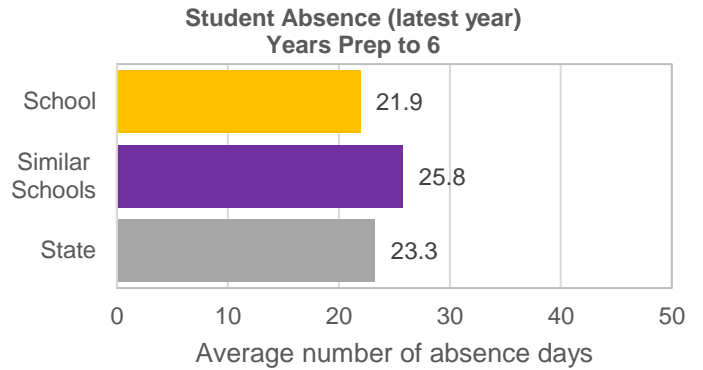
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.9	18.6
Similar Schools average:	25.8	20.9
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	82%	90%	91%	90%	91%	87%	90%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,594,982
Government Provided DET Grants	\$488,881
Government Grants Commonwealth	\$11,579
Government Grants State	\$0
Revenue Other	\$13,955
Locally Raised Funds	\$133,503
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$3,262,899</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$498,896
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$498,896</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,314,543
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$33,727
Communication Costs	\$12,855
Consumables	\$60,076
Miscellaneous Expense <sup>3</sup>	\$17,637
Professional Development	\$6,406
Equipment/Maintenance/Hire	\$15,232
Property Services	\$76,706
Salaries & Allowances <sup>4</sup>	\$103,080
Support Services	\$64,852
Trading & Fundraising	\$14,666
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,072
<b>Total Operating Expenditure</b>	<b>\$2,745,852</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$497,048</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$737,739
Official Account	\$14,101
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$751,841</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$59,969
Other Recurrent Expenditure	\$0
Provision Accounts	\$11,701
Funds Received in Advance	\$12,335
School Based Programs	\$9,008
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$21,750
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$637,077
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$751,841</b>

*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.*