

**2015 Annual Report to  
the School Community**

School Number: 1975



**Morang South**  
*Primary School*

**Every Face has a Place @ MSPS**



Name of School Principal:

Julie Jones

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Name of School Council President:

Emma Dickens

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Date of Endorsement:

27/04/16

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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

Morang South Primary School is a committed and unified partnership of teachers, parents, carers and students. We value diversity and strive for excellence.

We are a family friendly, welcoming school and strongly encourage parents to become involved in their child's education and the school community. In 2015 we continued to expand our communication between the school and the community, adding a school app to the already strong features being our, Newsletter, website and Facebook Group.

We promote life-long learning and have an active professional learning culture amongst staff, students and the broader community.

The school had the full time equivalent of 24.5 teaching staff, 5.2 Integration Aides, 3 Administration staff, 0.8 Teaching Support staff and an enrolment of 440 students in 2015.

The number of students attending the school with English as an Additional Language (EAL) continued to increase in 2015, continuing a proportion in the mid/high range. We accessed support from the Collingwood Language school and some students attended the Thomastown and Preston East Language Schools.

We are steadfast in our determination to provide a high quality education in a cooperative, caring and safe environment. Children are encouraged and challenged to reach their full potential.

Our school values of respect, learning, trust, honesty, tolerance, caring and cooperation are deeply embedded in our practice and Student Engagement and Well Being Policy.

We have a strong and growing reputation for the strategic support and relevant programs we provide for our students and their parents. There were ten students in the Program for Students with Disabilities in 2015. These students have had successful Individual Learning Plans and regular Student Support Group meetings to monitor and maintain their learning goals. We also provide Student Support Group meetings for some students who are not part of the Program for Students with a Disability.

There is a strong student leadership focus which supports active Leadership, Junior School Council and Student Voice teams.

Young people will live and work in a globalised, internationally focused world. They need to be equipped to participate and thrive in a society and economy that is increasingly connected to the rest of the world and to take responsibility as global citizens. This can be achieved by developing their ability to communicate effectively across cultures and boundaries and their knowledge about the world and our interdependence. Consequently there has been a continued focus on developing a 21st century digital learning environment where ICT is used broadly to engage students, enabling them to connect, communicate and collaborate across the globe as active global citizens, while improving their learning outcomes. An effective 'one to one' Netbook program extends from grade 3 to 6, with a combination of android devices and iPads utilised in the P-2 area. Morang South prides itself on taking full advantage of the DET EduStar software package. There is also a range of ICT resources available including interactive TVs and digital cameras. All of which are integrated across the curriculum programs.

In 2015 our Specialist programs were Arts, P.E and Science with Library taken by the class teachers from P-6 and Italian Language for Prep taken by the class teachers. In 2016 the Italian Language program will expand to incorporate grades P - 2 and it will be taken by a Specialist teacher.

Extra-curricular activities continued to be a focus at our school including a raft of sporting opportunities, instrumental music, chess and maths extension and a student influenced Curiosity program for Inquiry Learning.

In 2015 we had a School Peer Review. We carried out a rigorous self-assessment which resulted in a very effective Peer Review day. On this day we were able to celebrate our significant achievements and set a clear direction for our new Strategic Plan.

We are proud of the school's achievements, the quality of curriculum delivery by our professional staff and the reputation that this school enjoys in the community as a result.

### Achievement

At Morang South Primary School we aim to provide rich programs for all students by having a differentiated, innovative curriculum where improved learning outcomes for students are the focus.

Morang South Primary School is proud of its achievements in student learning and the positive improvement in teacher capacity through professional development.

The teacher judgements with regard to student achievement indicate that student achievement is similar to

comparative schools and at or above the median of all schools.

In 2015 we were similar to comparative schools in the long and short term in the NAPLAN areas of Literacy and Numeracy in years 3 and 5. This was an improvement compared to 2014. We continued to strive to further improve and add value to our student outcomes.

The NAPLAN learning gain between grades 3 and 5 has shown improvement compared to 2014 with three areas of English showing at least a 4% decrease in those students with a low gain and a pleasing increase in the percentage of students with a high gain. In Numeracy there was a 5% decrease in those students with low gain and a significant 10% increase in those students with a high gain.

All students in the Program for Students with a Disability showed progress at satisfactory or above in achieving their individual goals.

In English we will continue to focus on the non-negotiable classroom requirement practices incorporating:

- High Reliability Literacy Teaching Procedures (HRLTPs)
- Learning Intentions/ Success Criteria
- Explicit Teaching
- Early Year's Literacy model
- Write to Read Framework
- Minimum 10 hours English per week

In Mathematics we will continue to focus on the non-negotiable classroom required practices incorporating:

- Lesson plan structure of fluency, launch, exploration, summarise
- Open-ended tasks/differentiation
- Problem Solving
- Learning Intentions/ Success Criteria
- Explicit teaching
- Early Year's Numeracy model
- Minimum 5 hours Maths per week

Professional Learning and classroom practices will continue to focus on improvement in reading and numeracy across the school.

Additional support will be provided to identify students who are vulnerable and require extension in the following areas

- EMU – Extending Mathematical Understanding for year 1 and year 3 students
- Literacy Intervention for year 1 & 2 students
- Mathematics Extension for year 5 and year 6 students
- Wise Ones (Gifted and Talented Program) for years 1 to 6 students
- Chess to support problem solving
- A user pays instrumental program

## Engagement

Our goal at Morang South Primary School is to provide a safe and secure environment that fosters student engagement.

Our students' attendance is similar to our like schools. We are mindful of the fact that several of our families take family holidays during term time which does impinge on our data. However, we continue to believe there is reason to continue our focus on increasing attendance. We have used the DET resources and recommendations from the "It Is Not OK to be Away" kit and will continue to do so using the resources from "Every Day Counts"

Our programs are geared to foster student engagement, and connectedness to peers, the school, local and global communities.

The school average score for student connectedness to in the Student Attitudes to school survey has improved over time and in 2015 is above comparative schools. This is clearly reflected in the eagerness with which our students

participate in the student leadership process and in the anecdotal evidence from discussions with the students themselves and their parents.

We commence each year with a Social Competencies unit of work, which focuses on our values and the skills and knowledge to support the development of relationships and the setting of high expectations across the school.

There is a strong Student Engagement and Wellbeing policy in place. This was developed in conjunction with the whole community and is regularly reviewed and changed to reflect the needs of the community. We believe “Everyone has the right to work and learn” and “Everyone has the right to feel safe and comfortable”

Our Student leadership profile includes school captains and vice captains and house captains, reporters and photographers. These positions are held in high esteem and are keenly sought after. There are high expectations, accountability, and a rigorous process underpinning these roles.

A broad range of student enrichment programs was provided such as Wise Ones, Math’s Extension, Chess, Coding club and Art Studio time. A ukulele group and singing group will be commenced in 2016.

Our PE, sport and camping programs continue to make a significant contribution to our students’ social and personal growth and connectedness.

Partnerships with RMIT and Telstra Plenty Valley make valuable contributions to our connectedness to the broader community.

Parents are encouraged to be involved in their children’s education and participate in the ‘life’ of the school. A variety of opportunities both formal and informal supported this in 2015.

## Wellbeing

We aim to have a high level of student wellbeing whereby students are socially responsible, motivated, engaged and resilient with a strong sense of connectedness to their peers, the school, their teachers and communities. This is reflected in the Student Attitudes to School survey results.

In 2015 we continued KidsMatter and maintained the KidsMatter Action Team which actively worked to create a positive school community and engage with parents and the wider community. The Kids Matter program will be continued in 2016.

The following programs support and foster student wellbeing:

- KidsMatter
- Social and Emotional Learning
- Values Education
- Bounce Back
- Extensive and effective Transition K to F
- Extensive and effective Transition 6 to 7
- Extensive and effective Transition between grades
- Seven core values along with statements of rights -  
“Everyone has the right to be safe and comfortable at school”  
“Everyone has the right to work and learn”
- You Can Do It program
- Student voice
- Community involvement
- Partnerships with parents and careers, teachers and students (Three way, student-led conference)
- NIRODAH – site based psychologist
- School buddies program (across all grades)
- “Every day counts” – aimed at improving attendance
- Friendship seat

- Achieved eSmart accreditation
- Providing information sessions for families in areas such as cyber safety and sexuality education

We will continue to provide positive support for students as they move through the school and enter and exit.

## Productivity

The school has attractive, extensive and well maintained grounds with a wide range of facilities including a well-resourced library, a full sized Gym, half sized gym, science room and Arts studio. These were maintained to a high standard and in 2015 as part of the routine maintenance plan, more rooms were painted and carpets replaced. This will continue in 2016 and beyond.

School Council continued to provide excellent support for the school, ably lead by President Emma Dickens and the supportive office bearers and members. School Council, with the expertise of Treasurer Stephen Potter, provides guidance & direction for resource and financial management.

In order to achieve our goals and targets set out in the 2015 AIP, resources were allocated to support improved student learning outcomes in English and Maths. Program Budgets were presented to and approved by School Council. These included significant amounts for Early Years, Middle Years, Maths and ICT.

There is an expectation that each class will have a minimum of ten hours English and five hours Maths per week. The timetable and staff planning reflect these expectations. In 2015 there were nineteen classes and specialist programs in The Arts, Science and PE. Intervention programs were provided in Literacy and Numeracy. We had an increase in numbers of EAL students and consequently an extensive EAL program was implemented.

Staff professional learning is a priority to ensure that our teachers are highly skilled to prepare students for a changing and challenging world.

The school strives to provide the best learning opportunities for all students using its resources to the best possible advantage.

For more detailed information regarding our school please visit our website at <http://www.morangsouthps.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 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 440 students were enrolled at this school in 2015, 199 female and 241 male. There were 17% of EAL (English as an Additional Language) students and 3% 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.



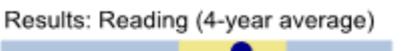
## Performance Summary

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><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></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> Similar</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> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

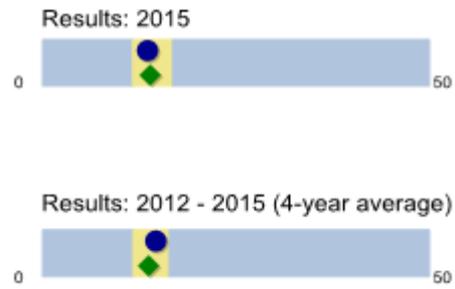
Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>45%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>47%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>57%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>57%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	56%	22%	Numeracy	24%	45%	32%	Writing	28%	47%	25%	Spelling	19%	57%	24%	Grammar and Punctuation	27%	57%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22%	56%	22%																							
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Grammar and Punctuation	27%	57%	16%																							

## 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
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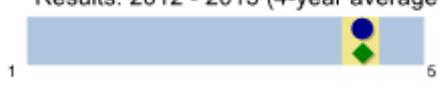
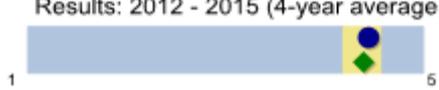
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 Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	93 %	93 %	93 %	93 %	92 %	94 %

## 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> Higher</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> Similar</p>

# How to read the Performance Summary

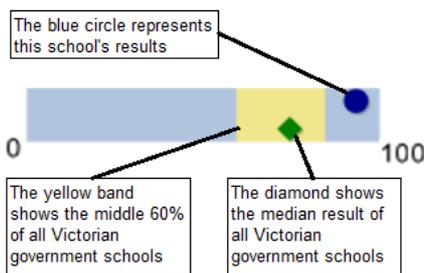
## What are student outcomes?

*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.

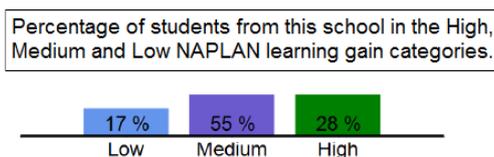
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



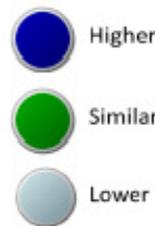
Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

## 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	\$2,934,311
Government Provided DET Grants	\$482,065
Government Grants Commonwealth	\$9,030
Revenue Other	\$105,129
Locally Raised Funds	\$378,220
<b>Total Operating Revenue</b>	<b>\$3,908,755</b>

Funds Available	Actual
High Yield Investment Account	\$12,454
Official Account	\$17,206
Other Accounts	\$253,448
<b>Total Funds Available</b>	<b>\$283,108</b>

Expenditure	
Student Resource Package	\$2,908,983
Books & Publications	\$956
Communication Costs	\$5,601
Consumables	\$77,993
Miscellaneous Expense	\$251,344
Professional Development	\$17,518
Property and Equipment Services	\$280,740
Salaries & Allowances	\$138,240
Trading & Fundraising	\$42,276
Travel & Subsistence	\$1,886
Utilities	\$26,190
<b>Total Operating Expenditure</b>	<b>\$3,751,727</b>

Financial Commitments	
Operating Reserve	\$123,735
Maintenance - Buildings/Grounds incl SMS<12 months	\$34,373
School Based Programs	\$125,000
<b>Total Financial Commitments</b>	<b>\$283,108</b>

**Net Operating Surplus/-Deficit** **\$157,028**

**Asset Acquisitions** **\$0**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Miscellaneous Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refer 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

- The school will commence 2016 with an increased surplus. This is greater than has been average for a number of years. The PFA raised in excess of \$18000 which made a valuable contribution to the funding of our ICT program. An investigation into the inordinate increase in the electricity costs during 2013 and 2014 was resolved in 2015, resulting in a refund from the Electricity supplier. DET continued to support the school by maintaining the increase in the SRP allowance for our utilities.
- The SRP finished the year in a surplus which will be used along with cash reserves to support the increased staffing required by our growing EAL program.
- The school will grow by a grade in 2016; consequently some areas of the program budgets will need an injection of funds and this will be covered by using cash reserves.
- The staffing profile is gradually becoming more balanced and this is beginning to ease the financial constraints faced by the school in recent years.