

2014 Annual Report to the School Community

Moorabbin Primary School

School Number: 1111



Name of School Principal:

Noxia (Eudoxia) Angelides

Name of School Council President:

John Dakis

Date of Endorsement:

4th May 2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 2014.

About Our School

School Context

Moorabbin Primary School is situated on the borders of the Kingston and Bayside city council areas. The School has had a stable enrolment of around 300 students for many years. Moorabbin is a school with a rich history of strong community involvement and solid academic results.

Parents are fully involved with the school, through School Council, fundraising, supporting new families and generally creating a warm, community feel. The core values of the school are Thoughtful, Enthusiastic, Respect, Responsible, Inclusive, Friendly, Inquisitive and Capable. These values are embedded in every aspect of school life. Our Vision which has been developed by our students is: We are learners for life, leading the way, who make the most of everyday.

Learning areas at Moorabbin primary school are stimulating, inviting and provide flexible environment for student learning and effective teaching. The immersion of Mandarin into the Art and Music programs has enhanced our specialist curriculum and has proven to be successful. These two integrated areas compliment the already highly valued Specialist programs of Physical Education and Science.

Moorabbin PS continues its strong wellbeing program and works with local agencies to ensure that all children are well supported and have the best chance in life for their learning. We provide an additional needs program as well as valued social skills programs. Moorabbin partners with the Kingston Council who provide Out of School Hours Care including Before Care program and After Care, which has expanded into including a holiday program on site.

Attention is paid to the individual needs (academic, social and emotional) of all students. The aim of this practice is to cater for individual differences and enhance the chance for connection and positive emotional dialogue between the student and school life. The integration of Information Communication Technologies throughout the curriculum strengthens the stimulating programs offered.

The school has a full time equivalent staff of 20.4 which represents a slight increase from the previous years allowing us to increase the time students had in Physical Education, Mandarin Immersion and Science.

Achievement

Our goal "To sustain high student achievement in literacy and numeracy" remains as the core focus of the school, Prep to Year 6. This goal will enable us to build upon our students results over an extended period of time, while our staff transition into and consolidate the workshop approaches in our Reading and Writing programs. Considerable resourcing has gone into working with coaches for Reader's Workshop, as well as building leadership capacity and co-operative strategies in the classroom.

In 2014, we worked with coach Lisa Keskinen to develop a Reader's Workshop model with particular focus in Prep – Year 6. The school has an agreed and documented curriculum in place.

In literacy, we purchased a large number of reading materials for the school – in particular non-fiction texts targeted for the Prep -2 area, while guided reading sets were purchased for the Years 3-6. Fountas & Pinnell Reading Assessment benchmarking kits were purchased for the whole school.

In 2014, the continued implementation of an additional assistance program ensured that students at risk in Years P-4 were identified and received support while students performing above expected standards received enrichment.

Our 2014 NAPLAN results indicated that our students in Year 3 were achieving similar Reading results to the state mean. Our results in the Year 3 Numeracy were below the state, an area that the school continues to target. Our Year 5 students achieved above the state mean in Reading and Numeracy, but lower in Writing which highlighted the need for a focus in Writing for next year's planning.

Assessment of all students continues to be important and in 2014, the school developed Assessment Trackers to assess, collect, record and monitor progress in literacy and numeracy across Years P-6. The school uses the SPA program to analyse and monitor student growth. In 2014 the school had developed and implemented a whole-school approach to spelling and word study based on the "Words Their Way" Program.

The school also highlighted the need to focus on an Inquiry approach to student learning, where students were empowered to question, problem-solve and work co-operatively as they undertook units of inquiry.

In 2014, the school recognised the importance of a whole-school approach to student learning, teaching and delivery of the curriculum. As mentioned above, the changes made to the school's teaching and learning programs take into consideration the need for all students to achieve their expected growth, including the students who are achieving at or above their peers.

Engagement

Students at Moorabbin continue to rate the school highly in the student survey ensuring that Moorabbin's results are showing an improvement in engagement and satisfaction with their learning. The school's results are on an increase to be on a par with most other similar schools. Our student's results in the areas of "connection to the school and peers" remain high. The school has developed a P-6 outdoor/camping program and this year went to Canberra.

The enhancement of our student leadership program continues. In 2014 the students assisted in the development of the school mission statement and our year 5-6 students are contributing to the policy development process. Planning has begun for students to attend a variety of external leadership programs in the areas of sustainability, leadership and the environmental issues, which will afford them the opportunity to meet other student leaders from local schools. Student leaders continued to take assemblies, prepare reports, agendas and learn about public speaking along the way.

Attendance at MPS has improved and is consistent with other Government schools. Students are acknowledged for high attendance while non-attendance is monitored closely as per the school Attendance Policy. Students are regularly recognised and acknowledged for their achievements.

In 2014 there was an increase in students having choice in their learning through the Inquiry units. The use of ICT through collaborative activities and the introduction of a 1:1 iPad program gave students scope to be more connected to their learning.

Enrichment programs are being developed for students working well above the expected level. Student Support Groups are established for all students on the Program for Students with Disabilities. Individual Education plans were put in place for all these students. These were regularly developed and reviewed in conjunction with parents.

Participation of students in student leadership roles increased with a focus on student voice and active participation in school activities. School leaders were given more responsibilities during the year and trained other leaders. Their opinions were sought on issues and feedback was gained from students on aspects of school life and this year the school will implement an internally developed survey about student attitudes for Year 3-4 students.

In 2015 student engagement will be further supported by:

- Building teacher capacity towards effectively implementing a dynamic, inclusive and engaging pedagogy
- Empowering students to take responsibility for their own learning through increasing student choice.
- Increasing the focus on student voice and ownership in the classroom and beyond the classroom.
- Continuing to embed ICT into curriculum programs.
- Proactively monitoring attendance

Wellbeing

Our goal for 2014 at Moorabbin Primary School was to engage all students in their learning and develop in each individual a sense of wellbeing and connectedness to school. The Student Attitudes to School Survey results indicate that our students are connected to school, teachers and their peers.

Our whole school behaviour management program was overhauled in 2012-13 to reflect and incorporate our new TERRIFIC school values. Appropriate and meaningful consequences were introduced to ensure our restorative practice for discipline procedures were also consistent for behavior management. As part of this process the school is updating its documentation relating to welfare, wellbeing and student engagement.

Students are empowered to take responsibility for their social interactions. Strategies implemented included Restorative Practices and Circle Time across the school and explicitly teaching the social skills to develop social and emotional competencies. The Junior School Council proactively engages the students in a variety of activities which were instigated during the year. This year we have implemented a live chicken program where all students are actively involved in caring, feeding and selling the eggs.

Our school has a comprehensive program in place to accommodate school transitions. There is continuity in programs as students move through all levels of the school and leave at the end of Year 6. End of year transition activities were developed across the school over the last two weeks of Term 4. The buddy system is an important factor in providing a secure, supportive environment for students entering the school at Prep, and at other levels.

Anecdotal evidence from secondary colleagues describes exiting MPS students as confident, articulate and independent learners.

Smooth learning pathways for students with additional learning needs have been developed.

Student wellbeing will be further supported by:

- Consolidating a consistent approach to Restorative Practices.
- Strengthening wellbeing programs across the school and introducing the “Better Buddies” program.
- Continuing to implement cybersafety programs.
- Increasing student voice in the selection of extra curricula activities.

Productivity

School resources are allocated effectively to optimise the achievement, engagement and wellbeing of students. The school budget supported the priority areas including Writing, Reading, Number and ICT. Class structures and timetables were put in place to ensure optimal learning and teaching.

Teaching staff participated in professional learning programs to enhance teaching practice with Literacy and Mathematics Coaches. This was aligned to DEECD and school priorities.

The focus for 2015 is on allocating resources effectively to enhance learning and build teacher capacity in leadership, data analysis and instructional practice.

For more detailed information regarding our school please visit our website at
<http://www.moorabbin.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

School Profile

School Enrolments

A total of 293 students were enrolled at this school in 2014, 144 female and 149 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <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>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Lower</p> <p> Higher</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ● Median of all Victorian government 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%, 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>16%</td> <td>53%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>46%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>41%</td> <td>44%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>51%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>49%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	53%	32%	Numeracy	19%	46%	35%	Writing	15%	41%	44%	Spelling	18%	51%	31%	Grammar and Punctuation	28%	49%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>95 %</td> <td>92 %</td> <td>95 %</td> <td>92 %</td> <td>93 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	95 %	92 %	95 %	92 %	93 %	95 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

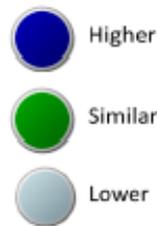
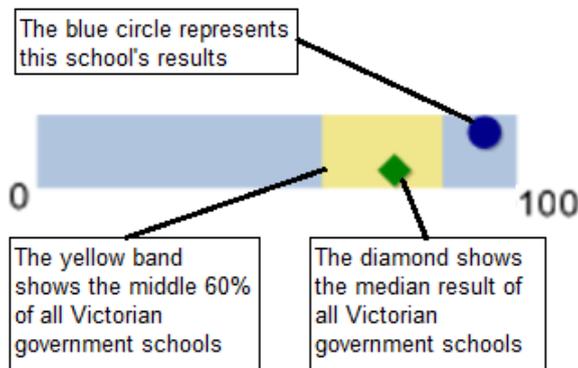
What are student outcomes?

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.



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.

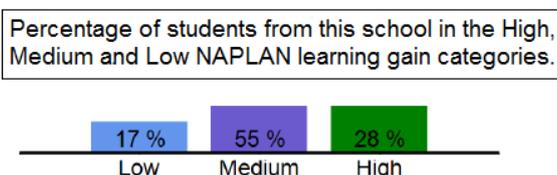
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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.

