

2017 Annual Report to the School Community

School Name: Morwell Central Primary School

School Number: 5568



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 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 03 May 2018 at 06:53 AM by Justine Smyth (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 05 May 2018 at 10:09 AM by Melissa Duncan (School Council President)



About Our School

School Context

Morwell Central Primary School opened in 2017 and is Morwell's newest primary school. It was built specifically for the merger of three local primary schools, Commercial Road, Morwell Primary and Tobruk Street. The school is located close to the Morwell Leisure Centre precinct, in the Latrobe Valley area of Gippsland. The current enrolment is 402 students with a teaching staff of 34 and 35 support staff. There are 17 home groups operating in the school, these 17 groups form four Learning Hubs. The proportion of single parent families and blended families in the school community is high. The school's Student Family Occupation [SFO] index is 0.7706

Morwell Central Primary is a school with high quality, dedicated staff, who strive to ensure all students reach their full learning potential. The school is dedicated to upholding a core set of ASPIRE values, where Acceptance, Support, Persistence, Individual Responsibility, Respect and Excellence are an integral part of all interactions. All members of the school community are committed, enthusiastic and engaged in student learning. Students, staff and parents are building positive relationships using our ASPIRE values. At Morwell Central we offer a broad range of curriculum programs with a special emphasis on developing the essential skills of Literacy and Numeracy. Students participate in specialist programs. These include Performing Arts, Music, Information, Communication Technology and Physical Education.

All students have a homeroom group and teacher who they meet with each morning from 8:30am to 9:00am. After home group meetings, students are grouped based on their learning needs and work with all teachers within the Learning Hub. Learning needs and groups are determined by pre-assessments. These groups are flexible and regularly change. We foster an environment where students are encouraged to take ownership of their learning. Through the implementation of the Developmental Curriculum Model in the P-2 Learning Hub and the Inquiry Based Learning Model in 3-6 Learning Hub, all teachers promote individual learning where students are supported to explore, inquire and reflect. Morwell Central Primary promotes and supports our vision of a curious, connected learning community.

Framework for Improving Student Outcomes (FISO)

In 2016 each of the merging schools focused on improving numeracy practices and student results through the implementation of the Fischer and Frey instructional model and the explicit use of student feedback and coaching. Our focus on numeracy continued into 2017 with the support of 6 x 0.5 STEM Specialists to implement these key improvement strategies.

Pre and post numeracy assessments were developed and implemented across all Numeracy strands throughout the school. These continued to be refined throughout 2017. All data was tracked and collated by STEM Specialists on a Guttman sheet. In each Learning Hub, numeracy hub groups were reduced in size as STEM Specialists supported the delivery of the numeracy program. Students were grouped based on their pre-test results and teaching was targeted at their next level of learning. Post tests were administered at the completion of the unit of work. PLT meetings focused on building staff data assessment literacy in numeracy.

This work was complemented by the development of numeracy continuums called 'Rockets'. These Rockets were used by teachers to plan lessons based on the students' zone of proximal development and displayed in Learning Hubs for students to track their own development. STEM Specialists worked with staff to refine and improve these continuums and build common understandings.

Achievement

In 2017, teacher judgements of student achievements against the Victorian Curriculum showed a lower than average percentage of students working at or above expected standards in English and Mathematics. A school comparison shows that in English and Mathematics, teachers at this school have assessed students as having a lower performance than would be expected in similar schools. These results may reflect an inconsistency in teacher judgements for three merging schools and this will need to be explored in 2018.

Year 3 and Year 5 NAPLAN achievement in the top three bands of Reading, showed that students performed lower than the middle range of Victorian schools. However, when compared to like schools the results were similar.

Year 3 and Year 5 NAPLAN achievement in the top three bands of Numeracy were also lower than the middle range of Victorian schools. However, when compared to like schools our results were similar.

A close inspection of NAPLAN Learning Gain from Year 3 to 5 shows that for:

Reading: 70% of students had either medium or high gain.

Spelling: 66% of students had either medium or high gain.

Writing: 62% of students had either medium or high gain.

Numeracy: 61% of students had either medium or high gain.

Grammar and Punctuation: 58% of students had either medium or high gain.

These results are very encouraging as students have come from three separate schools with varying teaching pedagogies. In 2018, we hope to see an improvement in student outcomes.



Engagement

In 2017, a huge amount of focus was placed on creating a safe and orderly environment. It was heavily resourced to implement evidence based practices such as Berry Street Educational Model. The Berry Street Education Model is designed to improve a school's capacity to address school engagement. Students learn classroom and whole-school strategies to promote an understanding of the five domains of the Berry Street Education Model:

BODY: Building school-wide rhythms and body-regulation through a focus on physical and emotional regulation of the stress response, de-escalation in school and classroom contexts, and mindfulness opportunities throughout the school day.

RELATIONSHIP: Increasing relational capacities in staff and students through attachment and attunement principles with specific relationship strategies with difficult to engage young people.

STAMINA: Creating a strong culture of independence for academic tasks by nurturing resilience, emotional intelligence and a growth mindset.

ENGAGEMENT: Employing engagement strategies that build willingness in struggling students.

CHARACTER: Harnessing values and a character strengths approach to enable successful student self-knowledge which leads to empowered future pathways.

As a staff in 2016 and 2017, significant time was spent on developing a high performing and positive culture. Tracey Ezard was engaged to work with our school to prioritise the culture and to help us to adapt and see change as a positive. This work was reflected in 2017 in our:

Staff Opinion Survey: School Staff Safety and Wellbeing where ours (MCPS 76%) measured extremely well against the network (69%) and state (68%)

Student Attitudes to School: Student data also showed greater than network and state averages across 'School Safety', 'Social Engagement' and 'Student-Teacher Relationships'.

Attendance Data: In 2017 we identified attendance as an area of real concern. Our data shows that our students (34%) with greater than 20 days absence was significantly higher than the state (25%) and network average (27%). As a result of this a fulltime attendance officer was employed and a 2017/18 Attendance Plan was developed in conjunction with our Networks Attendance Plan. Semester 2 data showed improvements over a range of different attendance figures.

Wellbeing

Given our Student Family Occupation Index and demographics we have a strong need for continuous resourcing, development and focus on welfare. Under the welfare banner we implemented support mechanisms for students, staff, families and our wider community. We spent significant time and money on ensuring Morwell Central had a wraparound approach to all things welfare. Below is a list of the elements that were our focus in 2017:

Berry Street Educational Model:

In 2017 the Berry Street Educational Model was implemented and embedded within our school culture. School Closure days over the year were used to train staff on each of the elements of the model.

Values Program and Positive Behaviour:

At Morwell Central Primary School we believe everyone has the right to fully participate in an educational environment that is safe, supportive and inclusive. Underpinning all behaviors within the school are the core ASPIRE values of Acceptance, Support, Persistence, Individual Responsibility, Respect and Excellence. Teachers deliver explicit lessons focused on the values and in turn develop a common language that supports our values and beliefs as a school. Each week, students are rewarded for their outstanding demonstration of our ASPIRE values.

ASPIRE Market and Positive Behaviour System:

Students making good choices are given ASPIRE positive behaviour tickets and Golden Tickets, which can be redeemed for activities of their choice from a student compiled ASPIRE catalogue.

Each week, student leaders collect and tally the ASPIRE and Golden Tickets that each student has earned and once a week students have the opportunity to spend their tickets at the ASPIRE Market.

Approach to Behaviour Management and Restorative Practice Approach:

Morwell Central Primary School implements a program called Rethink and Reflect to teach social skills and manage student behaviour. The program aims to improve the social functioning of all children. The Rethink and Reflect program focuses on teaching children good communication, problem solving and behavioural skills. It encourages students to rethink and reflect on their responses to certain situations and encourages them to think about making good choices and consider natural consequences. In 2017 we did significant work with staff around holding high expectation and the need for being fair and consistent with all students.



For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 403 students were enrolled at this school in 2017, 201 female and 202 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 13 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</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> Similar</p> <p>No Data Available</p> <p> Similar</p> <p>No Data Available</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>No Data Available</p> <p>Results: Numeracy</p> <p>No Data Available</p>	<p> Similar</p> <p>No Data Available</p> <p> Similar</p> <p>No Data Available</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" style="margin: auto;"> <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>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>53%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>51%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>53%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>42%</td> <td>49%</td> <td>9%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	50%	20%	Numeracy	39%	53%	8%	Writing	38%	51%	11%	Spelling	33%	53%	13%	Grammar and Punctuation	42%	49%	9%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	30%	50%	20%																							
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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 2017 attendance rate by year level:</p> <table border="1" data-bbox="549 913 1035 1010"> <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>88 %</td> <td>91 %</td> <td>89 %</td> <td>91 %</td> <td>89 %</td> <td>90 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	91 %	89 %	91 %	89 %	90 %	86 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	91 %	89 %	91 %	89 %	90 %	86 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	



How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

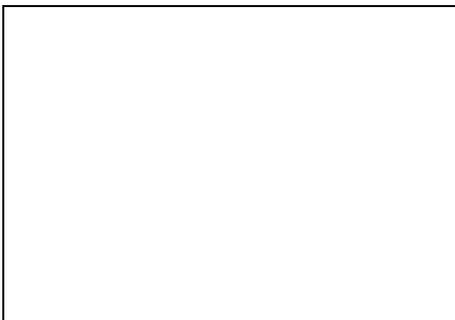
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

As 2017 was the first year Morwell Central Primary School was operational finances were heavily invested to ensure the educational goals and students' ready to learn priorities were met. The provision of Equity Funding in 2017 provided the school with options in regards to staffing and programs that enriched students' learning. In 2017 the Equity Funding was used to:

- Provide five additional Educational Support staff to assist our students with the behavioural and emotional needs which arose from the merger of three schools into one.
- Employ a fulltime Attendance Officer who made same day absence phone calls.
- Run a full time Language Support Program and Speech Therapy Program for students with additional needs.
- Employ a Speech Pathologist on a weekly basis.
- Employ four Trainees to engage and support students in positive play during recess and lunchtimes.
- Employ a Wellbeing Manager to oversee the Wellbeing Team.
- Implement and staff breakfast club five mornings.
- Reduced excursion and school booklist costs for families.

Overall the school remains in a sound financial position with a net operating surplus in 2017. A well planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's finances. Actual revenue and expenditure during 2017 was compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2017 year. Morwell Central Primary School is committed to continuing the provision of high quality educational opportunities for all students.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,113,548	High Yield Investment Account	\$898,068
Government Provided DET Grants	\$1,271,792	Official Account	\$88,824
Government Grants Commonwealth	\$2,925	Total Funds Available	\$986,892
Government Grants State	\$5,000		
Revenue Other	\$1,408,411		
Locally Raised Funds	\$90,308		
Total Operating Revenue	\$6,891,984		
Equity¹			
Equity (Social Disadvantage)	\$1,297,704		
Equity Total	\$1,297,704		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,883,064	Operating Reserve	\$236,785
Books & Publications	\$2,141	Asset/Equipment Replacement < 12 months	\$100,000
Communication Costs	\$20,976	Maintenance - Buildings/Grounds incl SMS<12 months	\$140,000
Consumables	\$97,007	Beneficiary/Memorial Accounts	\$1,000
Miscellaneous Expense ³	\$119,662	School Based Programs	\$509,107
Professional Development	\$23,947	Total Financial Commitments	\$986,892
Property and Equipment Services	\$659,217		
Salaries & Allowances ⁴	\$441,204		



Property and Equipment Services	\$659,217
Salaries & Allowances ⁴	\$441,204
Trading & Fundraising	\$103,020
Travel & Subsistence	\$15,519
Utilities	\$46,750

Total Operating Expenditure	\$5,412,506
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Net Operating Surplus/-Deficit	\$1,479,478
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Asset Acquisitions	\$268,446
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- (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 13 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.