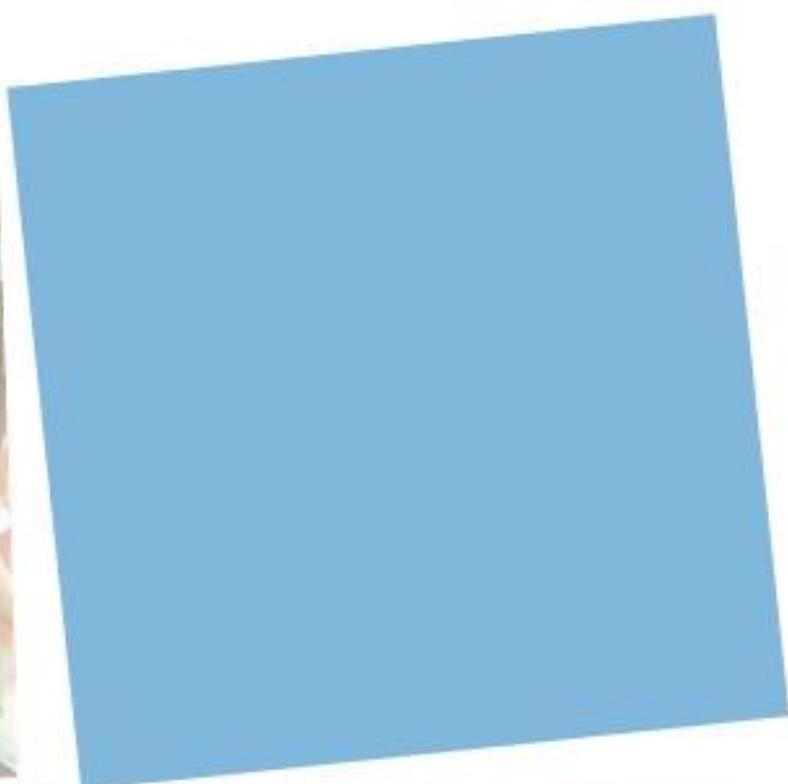


2012 Annual Report to the School Community

Morang South Primary School
School Number: 1975



Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$440,416
Commonwealth Government Grants	\$50,000
State Government Grants	\$0
Other	\$15,674
Locally Raised Funds	\$239,911
Total Operating Revenue	\$746,001

Expenditure

Salaries and Allowances	\$280,981
Bank Charges	\$1,349
Consumables	\$58,682
Books and Publications	\$178
Communication Costs	\$5,951
Furniture and Equipment	\$97,909
Utilities	\$26,469
Property Services	\$128,629
Travel and Subsistence	\$0
Motor Vehicle Expenses	\$5,035
Administration	\$6,699
Health and Personal Development	\$979
Professional Development	\$5,987
Entertainment and Hospitality	\$1,300
Trading and Fundraising	\$64,655
Support / Service	\$5,406
Miscellaneous	\$118,311
Total Operating Expenditure	\$808,520

Net Operating Surplus/-Deficit **-\$62,519**

Capital Expenditure **\$**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$2,534
Official Account	-\$2,251
Other Bank Accounts (listed individually)	
Members Equity 10030	\$35,090
(insert)	\$
Total Funds Available	\$35,373

Financial Commitments

2012 Actual	
School Operating Reserve	\$35,374
Assets or Equipment Replacement < 12 months	\$0
Capital – Building/Grounds including SMS < 12 months	\$0
Maintenance – Building/Grounds including SMS < 12 months	\$0
Beneficiary / Memorial Accounts	\$0
Co-operative Bank Account	\$0
Revenue Received in Advance	\$0
School based programs	\$0
Region / Network / Cluster Funds	\$0
Provision Accounts	\$0
Repayable to DEECD	\$0
Other Recurrent Expenditure (Accounts or Equipment Replacement > 12 months)	\$0
Capital - Building / Grounds including SMS > 12 months	\$0
Maintenance - Building / Grounds including SMS > 12 months	\$0
Total Financial Commitments	\$35,374

Morang South Primary School

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.



The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

Key:

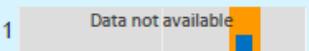
Range of results for the middle 60% of Victorian government schools: 

Result for this school: 

Median of all Victorian government schools: 

School Profile

- 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.

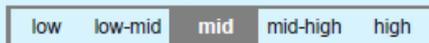


- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.



- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

- 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



- 384 students (174 female, 210 male) were enrolled at this school in 2012.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

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

Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

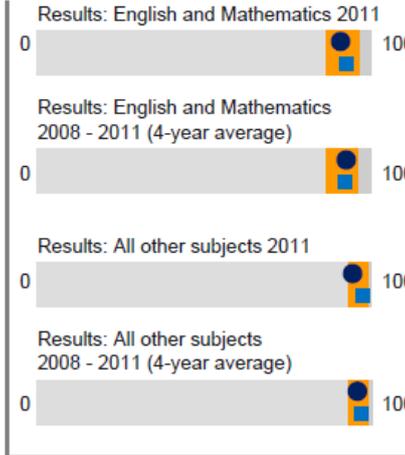
Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

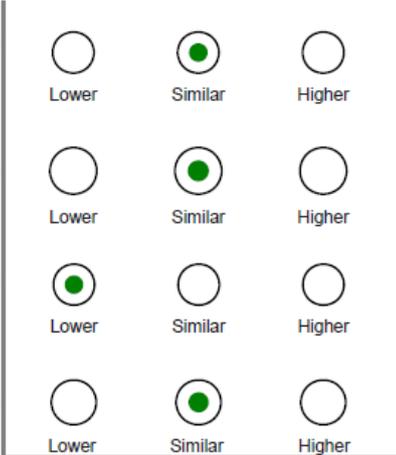
The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes



School Comparison

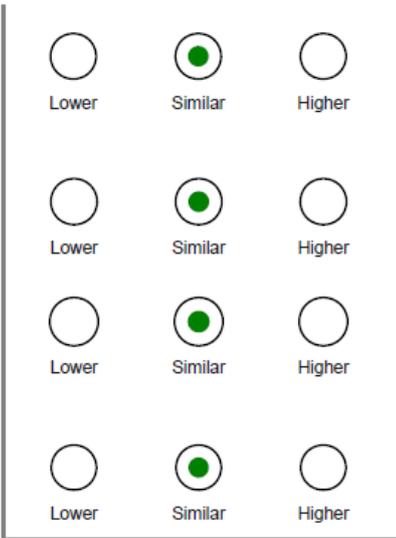
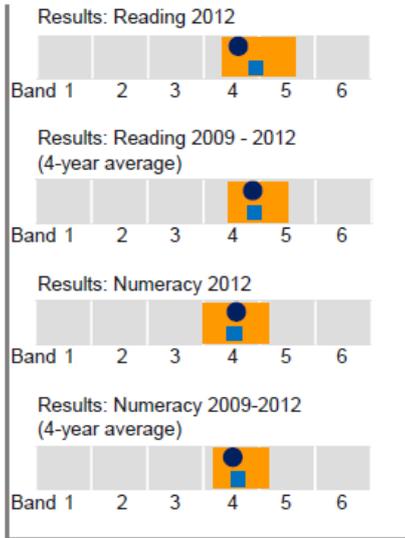


4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

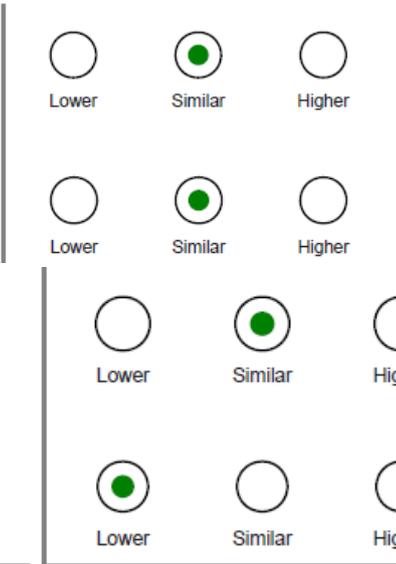
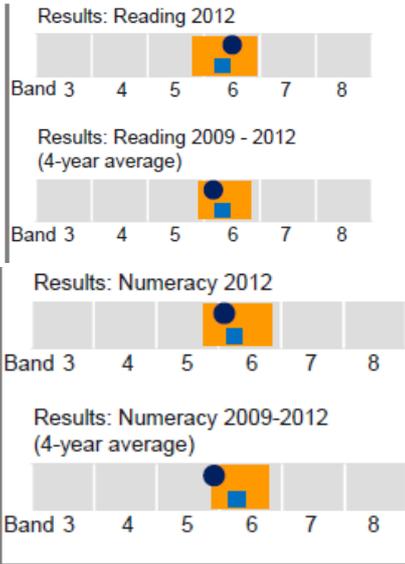


5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.



How this school compares to all Victorian government schools

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

Student Engagement and Wellbeing

Student Outcomes

School Comparison

6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

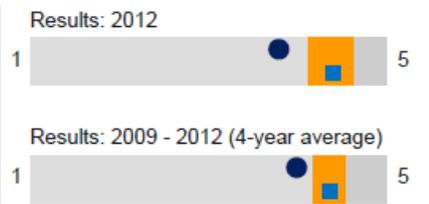


Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	90%	89%	92%	92%	91%	91%

7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



How to read the Government School Performance Summary 2012

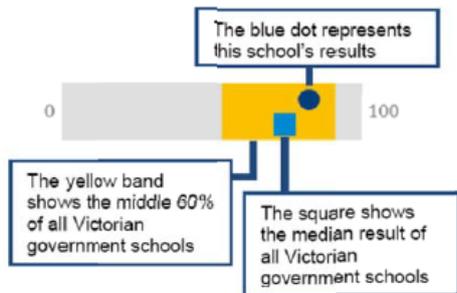
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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.

More information on school comparison performance measures can be found at:

www.education.vic.gov.au/aboutschool/schoolreports

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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

Morang South Primary School

Our school is a committed and unified partnership of teachers, parents, carers and students. We value diversity and strive for excellence. Parent and carer contributions to their child's education and our school community are highly valued. Parents are welcome in classrooms and involved in a variety of school programs. We have a strong and active School Council and Parents and Friends Association.

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 reputation for the strategic support and the relevant programs we provide for our students and their parents. In partnership with EPIC we provide a highly successful transition to prep program for special needs students.

Our dedicated staff are lifelong learners themselves, focussing on building their own capacity to maintain a focus on improved learning outcomes for students. Teachers develop targeted programs to meet the needs of all children catering for diversity of learning styles and ability.

We have a strong student leadership focus including School and House Captains, a school photographer and reporters, Information and Communication Technology leaders, office and library monitors, a Junior School Council and a Student Voice Team.

Information and Communication Technology (ICT) is used broadly to improve student engagement and learning. A one to one netbook program operates from grades 3 to 6 and iPads are used in prep to 2. A range of ICT resources, including interactive TVs and digital flip cameras, are integrated into the curriculum programs with a focus on developing a meaningful digital learning environment.

The school has attractive, up to date and well maintained grounds and extensive facilities. These ensure the safety of all students and create an environment which caters for a range of learning opportunities and passive and active play.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>This was the first year of our new strategic plan. It is a focussed, strong and detailed document which sets a clear direction for its duration.</p> <p>The professional learning and work done by the Northern Region AIZ project in literacy and numeracy to improve teacher capacity and embed effective literacy and numeracy strategies into teaching practice has once again been well utilised in our school.</p> <p>We collect data using a range of assessment tools. The evidence is used to plan, implement and monitor precise teaching and intervention strategies to improve the outcomes of</p>	<p>We aim to have a high level of student well being whereby students are socially responsible, motivated, engaged and resilient with a strong sense of connectedness to their peers, the school and their teachers.</p> <p>We are a values based school with an effective Student Engagement and Well Being policy, developed in conjunction with students, teachers and parents.</p> <p>We are currently developing and implementing rigorous teaching and learning protocols and enquiry focused teaching strategies.</p> <p>Our student attendance continues to be of concern. While truency does not</p>	<p>We have an extensive transition program encompassing transition from Kinder to Prep, from grade level to grade level within the school and from year 6 to year 7.</p> <p>Our aim has been to build and create a seamless transition from Prep to Year 6 and to maintain our high quality preschool to Prep and Year 6 to 7 transition programs. Continuing to improve transitions for all students into, through and beyond the school.</p> <p>We have positive relationships with our local pre-schools and secondary schools with reciprocal visits occurring throughout the year.</p> <p>In 2013 we intend to continue to strengthen our connections with local</p>

<p>all students.</p> <p>Our focus continues to be to improve literacy and numeracy achievement Prep-6 and particularly in Years 3 - 6 and develop curiosity in our students.</p> <p>While we have had some pleasing improvement in student outcomes, literacy and numeracy improvement will continue to be our main focus.</p> <p>In 2013 we will:</p> <ul style="list-style-type: none"> - maintain our high expectations for student learning - continue targeted professional learning for our staff - continue the use of online diagnostic assessment tools to inform our teaching and learning programs and - continue to use the Student Performance Analyser (SPA) program for the analysis of student achievement data <p>Our results in literacy and numeracy are mostly similar to those of schools with similar characteristics, with the exception of year 5 numeracy.</p> <p>In 2013 we will continue to have our Numeracy leader providing numeracy intervention for students and professional learning for teaching staff.</p> <p>We introduced a highly successful Science program this year where our students had a specialist Science lesson fortnightly. In 2013 we intend to extend this to weekly lessons and support our focus on curiosity.</p>	<p>appear to be an issue, some families choose to take holidays during the school terms. We have a number of strategies in place to promote the importance of school attendance, including the Government program "It is not OK to be Away." We are strongly committed to continuing and expanding these to improve our attendance outcomes.</p> <p>Our focus in 2013 will continue to be on monitoring attendance and reinforcing the values to ensure the social and emotional wellbeing of our students.</p> <p>Visitors to our school comment on the welcoming and warm atmosphere in the school. The students have responded well to our Student Engagement and Well Being policy. This has been reflected anecdotally in the school yard and in the behaviour data collected. There has been some improvement in the attitudes to school survey. However, we will do further work in 2013 to improve our students' sense of school connectedness and their understanding of what this means.</p> <p>We also facilitate the provision of a strong, supportive and proactive counselling service which allows our students to have problems and concerns addressed at their point of need.</p> <p>Our whole school buddy system, where the Preps have a grade 3/4 buddy and the 1/2s have a grade 5/6 buddy has a significant impact on the relationships our children make with each other. It involves students interacting and participating in shared activities during the entire school year. They also collaborate on a variety of projects, particularly using ICT. The Buddy program contributes to the sense of community in the school.</p>	<p>preschools.</p> <p>Our grade level to grade level transition program involves at least 4 sessions in term 4 where the children 'experience' life at their grade level for the following year. They discuss expectations and have opportunities to ask questions.</p> <p>Our Buddy program also enables the students to get a sense of the happenings and expectations at other grade levels. This also prepares and supports them in their journey from Prep to Grade 6.</p> <p>At each year level we celebrate the associated milestones and the children look forward each year to the new experiences, particularly those related to our extensive Camping program.</p>
--	--	---

For more information regarding our school please visit our school website at

www.morangsouthps.vic.edu.au

or view our 2012 Annual Report online at www.vrqa.vic.gov.edu.au/SReg/