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 2015.
About Our School

School Context

Moriac Primary School is a rural school on the edge of the Otways, 25 kilometres southwest of Geelong. The growing population in the hinterland district adjoining the township of Moriac, including Modewarre, Mount Moriac and Paraparap within the Surf Coast Shire, has a broad demographic profile. The 2015 student enrolment of 200 mainly live in the Moriac township or on small or large farm holdings in the surrounding district. Approximately half the students travel to school by bus, utilising one of two available Moriac Primary School bus services.

Moriac Primary School’s core values consist of four key concepts, being: United, Exceptional, Respectful and Responsible. They are not just words. They are the mould on which behaviours are formed.

Moriac Primary School is committed to educational innovation and excellence. The learning and teaching structure is based on a collaborative model where teams of teachers cooperate in planning, assessment and curriculum delivery, while individual teachers remain responsible for a core group of students. The development and maintenance of strong relationships between staff, students and parents are important parts of the culture of the school.

Students and staff are challenged to strive for personal excellence, providing the curriculum, instruction, assessment, support and time needed to meet high academic standards. Students and staff encourage each other to think creatively and independently and develop leadership skills. All aspects of the school are focused towards personal and organisational success through the accommodation of individual learning styles, so that all have the opportunity and the passion to travel the path of life-long learning.

Achievement

The school’s academic achievement is quite good. Across the whole NAPLAN results, nearly all of our students are either at or above national standards, with an average of 88% of students above expected levels.

Writing results in years three and five are outstanding with all students achieving outcomes above national standards. Reading achieved great results in both year levels with scores in the high 80s achieving above national standards. In year three mathematics, 67% of students were above national standards, 26% at national standards and 7% below national standards. In year five mathematics, 80% of students were above national standards, 20% at national standards and no students were below national standards.

The 2015 School Review highlighted the need for Mathematics teaching and learning to be a school focus of research and investigation.

Engagement

The school’s student attendance rate is positive, with an average attendance rate of 95% across all year levels. This is marginally higher than the State median.

The school’s average absence rate, across all years, is at 10.7 days per student per year. This compares very favourably with the State’s average absence rate, across all years, of 14.6 days per student per year. Students at Moriac Primary School attend, on average, an extra four days per year compared with the average across the State.

Although the Student Attitude to School Survey reflected that student data for engagement (particularly the average score for Teaching and Learning variables) was slightly behind State means, the panel that conducted the 2015 School Review held the view that, based on meetings with year 5 and 6 student focus groups, students were well connected to their school.

The 2015 School Review highlighted the need to develop an enhanced Moriac collaborative teaching model.

Wellbeing

The Student Attitude to School Survey areas of Student Safety, Student Connectedness and Student Motivation were positive results compared to State medians. However, there is data to suggest that students are reluctant to challenge themselves to reach higher learning outcomes and they appear comfortable with achieving ‘safe’ outcomes (2015 Student Attitudes to School Survey: Learning Confidence - School 4.05, State 4.15, and Student Morale - School 5.28, State 5.73).

The 2015 School Review highlighted the need to investigate and enhance the ways teachers actively assist students to build resilience and confidence.
Productivity

The school commenced a new building project in 2015, following a State Government announcement of a $3 million Capital Works grant. An Architect was appointed late 2015 and began designing possible solutions for the school. This process will continue into 2017.

Staffing was 14.62 Employees Fulltime, being 12.4 teaching staff and 2.22 Educational Support Officers. Staff worked in teams to enhance collaboration and shared professional growth.

Teacher expertise was built through a series of whole staff investigations into the work of John Hattie, particularly on those factors that studies indicate are the most effective in enhancing learning (instructional quality and student feedback). The SENTRAL database/educational software platform became the major collation and communication point for students and staff to reflect learning achievement.

SENTRAL was adopted and all modules were rolled out across the school, including student profiles, attendance, messaging, student reporting, student achievement tracking, school calendar, parent teacher interviews and issue tracking.

For more detailed information regarding our school please visit our website at http://www.moriacps.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.

### School Profile

#### Enrolment Profile

A total of 208 students were enrolled at this school in 2015, 105 female and 103 male. There were 0% of EAL (English as an Additional Language) students and 0% 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

### Achievement

**Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)**

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

- English
- Mathematics

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

#### Results: English

- [ ] 0
- [ ] 100

#### Results: Mathematics

- [ ] 0
- [ ] 100

### School Comparison

#### English

- [ ] Similar

#### Mathematics

- [ ] Similar

### Towards Foundation Level AusVELS

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

Towards Foundation Level AusVELS is not used for the School Comparison.
## Performance Summary

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAPLAN Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</td>
<td>Results: Reading</td>
<td>Lower</td>
</tr>
<tr>
<td>Year 3 assessments are reported on a scale from Bands 1 - 6.</td>
<td>Results: Reading (4-year average)</td>
<td>Lower</td>
</tr>
<tr>
<td></td>
<td>Results: Numeracy</td>
<td>Lower</td>
</tr>
<tr>
<td></td>
<td>Results: Numeracy (4-year average)</td>
<td>Lower</td>
</tr>
<tr>
<td><strong>NAPLAN Year 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</td>
<td>Results: Reading</td>
<td>Similar</td>
</tr>
<tr>
<td>Year 5 assessments are reported on a scale from Bands 3 - 8.</td>
<td>Results: Reading (4-year average)</td>
<td>Similar</td>
</tr>
<tr>
<td></td>
<td>Results: Numeracy</td>
<td>Lower</td>
</tr>
<tr>
<td></td>
<td>Results: Numeracy (4-year average)</td>
<td>Similar</td>
</tr>
</tbody>
</table>
### Performance Summary

#### Achievement

**NAPLAN Learning Gain Year 3 - Year 5**

Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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'.

#### Student Outcomes

<table>
<thead>
<tr>
<th>Domain</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td>54%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>57%</td>
<td>30%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>35%</td>
<td>54%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>35%</td>
<td>45%</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>25%</td>
<td>54%</td>
<td>21%</td>
</tr>
</tbody>
</table>

#### School Comparison

NAPLAN Learning Gain does not require a School Comparison.
### Performance Summary

#### Engagement

**Average Number of Student Absence Days**

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2015 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr1</td>
<td>94 %</td>
</tr>
<tr>
<td>Yr2</td>
<td>96 %</td>
</tr>
<tr>
<td>Yr3</td>
<td>95 %</td>
</tr>
<tr>
<td>Yr4</td>
<td>95 %</td>
</tr>
<tr>
<td>Yr5</td>
<td>95 %</td>
</tr>
<tr>
<td>Yr6</td>
<td>95 %</td>
</tr>
</tbody>
</table>

#### Student Outcomes

- **Results: 2015**
- **Results: 2012 - 2015 (4-year average)**

#### School Comparison

- **Higher**
- **Similar**
## Performance Summary

### Wellbeing

<table>
<thead>
<tr>
<th>Students Attitudes to School - Connectedness to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures the Connectedness to School factor derived from the Attitudes to School 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.</td>
</tr>
</tbody>
</table>

### Student Outcomes

<table>
<thead>
<tr>
<th>Results: 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results: 2012 - 2015 (4-year average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 6</td>
</tr>
</tbody>
</table>

### School Comparison

- Similar

<table>
<thead>
<tr>
<th>Students Attitudes to School - Student Perceptions of Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures the Student Perceptions of Safety factor derived from the Attitudes to School 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results: 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results: 2012 - 2015 (4-year average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Similar</th>
</tr>
</thead>
</table>
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 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.


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**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$1,284,087</td>
</tr>
<tr>
<td>Government Provided DET Grants</td>
<td>$145,203</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$50,766</td>
</tr>
<tr>
<td>Government Grants State</td>
<td>$1,642</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$11,644</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$145,975</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td>$1,639,317</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$1,281,661</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$4,703</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$2,669</td>
</tr>
<tr>
<td>Consumables</td>
<td>$36,971</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$93,695</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$9,855</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$70,919</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$91,294</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$27,919</td>
</tr>
<tr>
<td>Utilities</td>
<td>$11,304</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td>$1,630,989</td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit | $8,328 |

| Asset Acquisitions | $0 |

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

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

**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.

### Financial Position as at 31 December, 2015

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$12,634</td>
</tr>
<tr>
<td>Official Account</td>
<td>$10,717</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$88,429</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$111,780</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$54,307</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &lt; 12 months</td>
<td>$11,549</td>
</tr>
<tr>
<td>Maintenance - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$15,484</td>
</tr>
<tr>
<td>Revenue Received in Advance</td>
<td>$6,378</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$5,163</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &gt; 12 months</td>
<td>$6,500</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&gt;12 months</td>
<td>$2,400</td>
</tr>
<tr>
<td>Maintenance -Buildings/Grounds incl SMS&gt;12 months</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td>$111,780</td>
</tr>
</tbody>
</table>

**Financial performance and position commentary**

The school has prudently allocated funds appropriately towards school priorities. The Cash accounts maintained by the school are allocated towards upcoming expenditures. The Cash budget is monitored by School Council and central auditors as required.

The school operated within budget and adequately resourced projects and initiatives throughout the year.