Moerlina School

Annual Report 2014

Moerlina School Annual Report

The purpose of this report is to provide parents, the wider community and State and Federal government Education services with an abridged account of the School’s operation in 2014. To gain a more complete picture of Moerlina School’s operations, this Annual Report should be considered alongside all other School information made available through newsletters, special notices and our website. A better way to learn more about Moerlina is to visit us. Make time to come and see the School in action and have a conversation with our staff and students.

About Moerlina

Moerlina is an independent, community-based primary school in Mount Claremont that provides an inquiry-based, student-centred approach to teaching the WA State and National curriculums. We have around 80 students from Pre-Kindy (age 3) to Year 7 and are co-educational, multicultural and non-denominational. The school prioritises small, multi-age classes, catering to the individual needs of children and their families.

At Moerlina we seek to nurture and develop each child’s academic, emotional and social needs through the active and supportive partnership of students, teachers, parents and the wider community. Moerlina is a joyful and dynamic learning community where all children are given
opportunities to discover and maximise their potential. A community of inquiry encourages children to pose, formulate and explore questions that are both philosophical and practical, to research, investigate and take risks. They develop a strong sense of self and learn to respect and appreciate the contributions of others emerging resilient and prepared to engage and contribute ethically to a larger world. Parents, teachers and students communicate openly, positively and with integrity. Our shared values are reflected in our daily actions at school and at home. We recognise the importance of being part of the wider community and to role-model community connectedness to our students.

At Moerlina we provide a supportive and innovative environment to stimulate and nurture the love of learning in children. We encourage students to achieve their potential through sound educational and social opportunities in an inclusive learning community.

The school aims to provide a learning environment that prioritises:

- **Student-centred learning** where a variety of approaches and learning experiences provide for a student’s individual needs, assisting them to make connections between their own learning and real life.

- **A community of inquiry** that encourages students to pose, formulate and explore questions that are both philosophical and practical, to research, investigate and take risks.

- **Communication skills** and opportunities across a range of media and styles for various purposes, audiences and contexts.

- **Collaborative practices** that promote shared social and ethical values, interpersonal and collaborative skills, shared responsibility, openness to and engaged learning with others.

- **Self-responsibility** where students are motivated to monitor and reflect on their own learning, use a range of creative and critical thinking processes, are encouraged to accept ownership of problems and learn positive ways of behaving.

- **Human development** that encourages a life-long love of learning, positive values and qualities encompassing a global view and an emphasis on vision and creation.

**2014 Education Priority Areas**

Toward the end of the 2013 school year, staff reflected on the year that had been in planning for the needs of the current cohort of students for 2014. Staff considered student progress across all curriculum areas, professional learnings and national education directions in establishing educational priority areas for 2014. These areas then become the focus of planned professional development, educational planning and resourcing and review. For 2014, the educational priority areas at Moerlina were:

- Mathematics - Maths proficiencies, Maths literacy, Maths Assessment Interviews
- Australian Curriculum: History
- Making Learning Visible through documentation
- Enhanced outdoor learning
- National Quality Standards
2014 School Focus Areas

The Moerlina School Council, together with the school community, has developed a 3 year Strategic Plan for the school. The 2014 – 2016 Strategic Plan is available on the school website.

Our overall strategy for 2014-2016 is to sustainably offer the best possible education for our children. We remain committed to providing high quality education that is state of the art, unaligned to religious or other schooling systems, and that meets or exceeds regulatory requirements.

Our strategy is articulated across six broad categories:

- Education
- Finance
- Governance
- Partnerships
- Physical resources
- Staff

Key focus areas for 2014 include development of Moerlina Facebook; staff professional learning; financial planning; maintaining progress on the Grounds Development Plan; carpark upgrade; and, IT upgrade.

Staff at Moerlina

In 2014 Moerlina had 21 Staff including the Principal, 10 teaching staff, 3 teacher assistants, 4 Education Assistants, 2 administrative staff and 1 grounds person.
Moerlina has a high staff retention rate. One part-time Teacher Assistant left at the end of 2014.

Staff attendance for 2014 was at 97%.

All teaching staff are registered with the Teachers’ Registration Board of Western Australia. They hold a range of recognised qualifications including:

- Bachelor of Education – Early Childhood
- Bachelor of Education – Primary
- Bachelor of Education (Honours) – Physical Education
- Bachelor of Visual Arts
- Bachelor of Arts (Honours)
- Graduate Diploma in Journalism
- Diploma RSA – Learning Difficulties
- Diploma of Education
- Diploma of Fine Arts and Design
**Professional Development**

The benefits of ongoing professional learning for staff is recognised in the School’s Strategic Plan. Professional learning needs are identified for whole school focus; small group focus; addressing specific student needs; and, for the professional development of individual staff.

Staff engaged in professional learning in areas including:

- Safe4Kids Child Protection
- Australian Curriculum – History
- Learning about Self-Regulation
- The Windgate Experience
- Positioning the Maths proficiencies
- Consulting with Children
- The Possibility of Projects
- Making Learning Visible through documentation
- Education – Better Together
- Towards a growth mindset in assessment
- Classroom observation and Teacher Practice
- Rock & Water – Social Emotional Program
- Analysing Spelling errors
- Working Memory difficulties
- The psychology of writing
- Maths Assessment Interviews
- Diabetes Training
- Design & Digital Technologies

**Students at Moerlina**

At the heart of Moerlina School is a culture of collaboration, support and mutual respect. A sense of security and belonging allows students to take risks in their learning, to challenge themselves and to aim high in what they achieve.

The small size of the school enables opportunities not offered in bigger cohorts and enhances the sense of belonging for children, impacting positively on their learning outcomes. The strong emphasis on learning indoors, outdoors and beyond the school boundaries and the engagement with natural environments and the wider community makes clear for children the links between their learning and real life.

Moerlina School offers families the opportunity to make the primary years significant and valuable.
Moerlina is non-denominational and inclusive. The school is fully registered for international students and is not bound by a catchment area for student enrolment. Around 70% of students live within 10km of the school, while other families travel significant distances to the school.

**Student Attendance**

The Student attendance rate for 2014 was 94%. At Moerlina there is a strong emphasis on the development and maintenance of a nurturing, safe and positive learning environment which promotes engagement and participation and impacts positively on the management of regular school attendance.

Consistent attendance and participation at school are essential factors in achieving social and academic learning outcomes. Parents/caregivers are requested to avoid booking appointments, holidays and the like during school times so as to minimise disruption to student’s learning.

Where attendance issues are identified for a student, appropriate measures to restore regular attendance will be implemented to ensure the student is able to access and fully benefit from social and academic educational programs provided by the School. The process for management of non-attendance is described fully in the Moerlina School Student Attendance Policy. The Moerlina School Attendance Policy is guided by the School Education Act 1999.

**Assessing Student Progress**

At Moerlina there is a strong focus on understanding children’s learning. This requires the ongoing collection and consideration of a rich source of information about each child’s engagement, achievement and progress in their learning.

Student assessment focuses on what a student can do, what they know and how they are progressing against relevant standards and learning benchmarks.

The National Assessment Program - Literacy and Numeracy (NAPLAN) is one of the standardised assessments students from Years 3, 5 and 7 sit. NAPLAN results are a useful validation of the wide range of assessments that are used in class to monitor student performance at Moerlina. For school level analysis however, the results are not as useful. ACARA does not report results on the My School Website for schools with 5 or less students in a year level. This is due to the significantly large margins of error around the data that is reported for small numbers of students. The results from individual students also impact greatly on the average percentage for any test area with small numbers, having the potential to skew results.
The cohort size for the Year 5 Moerlina data reported here was 7 students. Results are not reported for either Year 3 or Year 7 as there were 5 or less students in each of these cohorts.

As an example of the impact of these small numbers on our school results, the reported mean score for Reading for our Year 5 students on the My School Website is 521, but there is a margin of error of 105 score points. That is, the score could actually be anywhere between 474 and 569. For schools with larger populations in a year level, the margin of error may only be 10 or less score points. Therefore it is difficult to make meaningful comparisons at a school level.

### NAPLAN 2014
Percentage of Students Achieving At or Above the Minimum Standard

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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ACARA does not report for <5 students

### Graduating Students

Students graduate from Moerlina School to a wide variety of secondary schools. Graduating students from 2014 continued on to Scotch College, Christchurch Grammar, Shenton College, Methodist Ladies College, John XXIII, Aranmore College, Churchlands SHS, Carine SHS and Bold Park Community School.

### Community at Moerlina

Moerlina has a strong tradition of parental involvement. Active and purposeful parental involvement significantly strengthens our school community, supports the school’s academic programs and consolidates the teacher-student-parent partnership.
Moerlina School is governed by a School Council, consisting of members of the parent body, the Principal and a teacher representative. The parent representatives are elected or re-elected at the Annual General meeting. The Council meets once a month to discuss matters relating to the governance of the school.

The School also has a number of committees and teams, where interested volunteers address more specific needs at the school.

The commitment of families in choosing to send their children to Moerlina, and their participation and engagement in the school, are measures of their satisfaction. There are many formal and informal opportunities for members of the community to voice their satisfaction with different aspects of the school. Community forums are held each year at the Whole School Camp, attended by all students and families, and at other times through the year as needed. These forums can be in response to an issue, to share information, to survey thoughts and ideas and the like. The forums are generally led by the Principal and a member of the School Council.

**FINANCIAL REPORT**

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<tr>
<td>Grants recurrent</td>
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<td>Other income</td>
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<table>
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<tr>
<td>Total expenditure</td>
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Total Profit/Loss $ 131 990