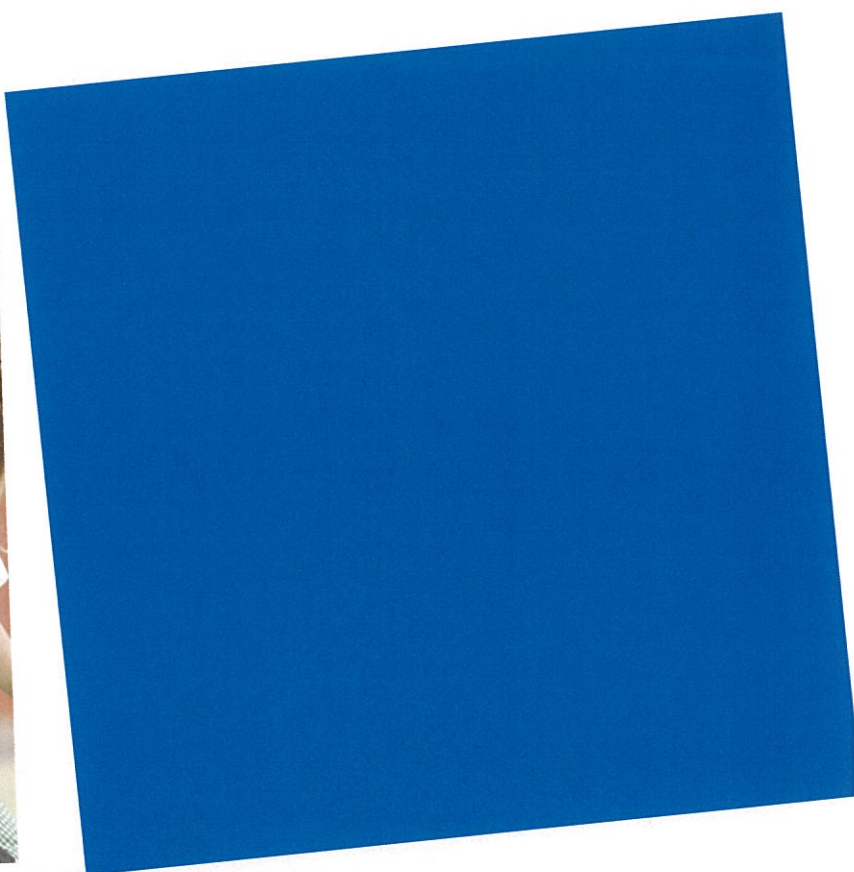


# 2012 Annual Report to the School Community

Moe (South Street) Primary School  
School Number: 4662





#### **Moe (South Street) Primary School**

As South Street Primary School is part of a diverse community, we not only provide a quality education for our students but also actively promote and foster the engagement of all families in education.

Our Current enrolment in 2013 is 242. In 2012, Based on data collected over many years, the school saw the need to focus on developing students' Literacy and oral language skills, with a focus also on numeracy for 2012 and 2013.

We have recently completed a project to build a 90 place childcare centre and kindergarten next door to the school and the focus of this development for us is to engage with families before their children start formal schooling.

It is our aim is to provide them with an education that will prepare them fully for all future learning and their resultant life endeavours.

We aim to do this in the very best teaching and learning environment we can provide. For this reason we have constructed a building which enables a variety of possible teaching and learning approaches. Children are also supported by a range of programs and curricular/extra-curricular activities such as: class and music instrumental music, interschool sport, Art and Craft, Performing Arts, a Sustainability Program, Language Support, and pastoral and student welfare programs.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>The data indicates that overall the school is performing where it is expected to for a school like ours. Although Teacher Assessments differ slightly to that of the NAPLAN assessments, overall, it is clear that the school is doing very well and is performing as predicted when taking account of the background and experience of our students.</p> <p>In comparison to the two year average student achievement is improving. However, we are not yet satisfied with this progress and have used the Gippsland Literacy Improvement Strategy to strengthen teaching and learning in reading and writing. This has resulted in remarkable success in accelerating growth of children's learning particularly in grades 3 &amp; 4.</p> <p>In 2013 we aim to extend the Numeracy program across the whole school. We are now in the final year of funding through the National Partnerships for Smarter Schools, which will enable us to put considerable resources into Learning and Teaching over the next four years. The partnership has initially funded an internal coaching initiative which will strengthen teacher capacity skills in Numeracy and Literacy practice through the work of our Professional learning teams</p>	<p>The data indicates that the school is performing better than the state expected to and has actually risen considerably over the last few years. Other data shows that our students have a very strong connection with the school, their peers and their teachers. Our absence rate has fallen and children openly say they enjoy being at this school.</p> <p>We had been concerned about this data previously and so we implemented new programs and strategies to address issues for students and introducing curriculum changes which differentiated learning far more effectively. As a result we have seen a steady turnaround in students' attitudes to school.</p> <p>We have also been working at improving student transitions within the school particularly between grades 2 to 3 and grades 4 to 5. This too has been met with success. We have also expanded our student leadership programs at the school and this too has been met favourably by the school community. We are currently working as part of the PALS program to up-skill our staff and student leaders.</p> <p>We aim to continue these programs in 2013 and look for other ways to build on this foundation.</p>	<p>Our school is very proud of the way we prepare students to transition into, within and beyond primary education. Feedback from Students, Staff and Parent Surveys indicates that our transition programs are meeting with good success</p> <p>We have met with great success in addressing concerns around internal transition particularly between grades 2 to 3 and grades 4 to 5 and believe that our other programs associated with initial intake and exiting of children to secondary college have also been very successful.</p> <p>We have held several days for transition in both these cases and have also endeavoured to give extra transition sessions for those children who may need it.</p> <p>In 2012 the local council built a new feeder Kinder on land adjacent to the school and this will provide us with a huge opportunity for building strong links between the two of our institutions and give us even greater success in our transitory work.</p>

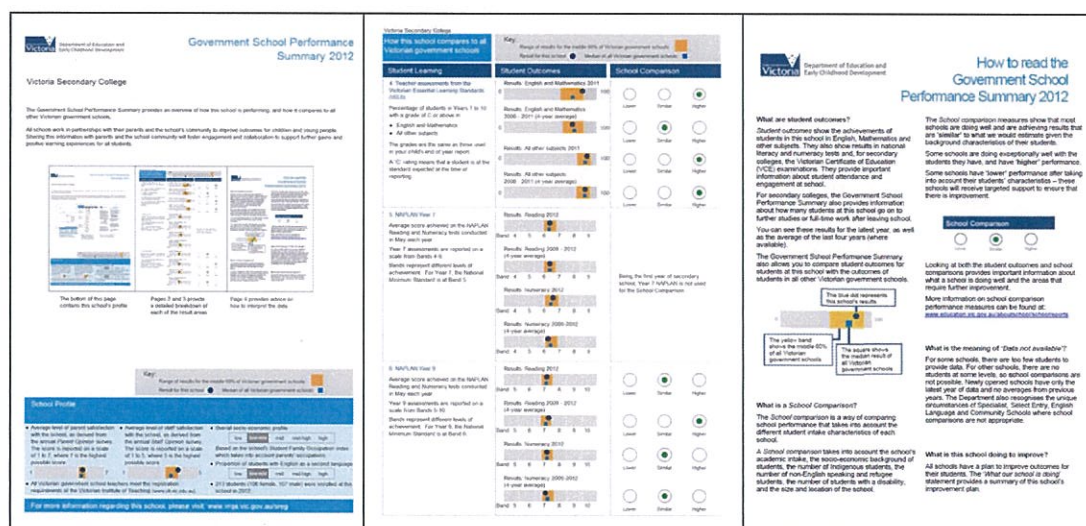
For more detailed information regarding our school please visit our website at <http://www.moe-southst-ps.vic.edu.au/>



## Moe (South Street) 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](http://www.vit.vic.edu.au)).

- Overall socio-economic profile

low low-mid mid mid-high high

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

- Proportion of students with English as a second language

low low-mid mid mid-high high

- 237 students (121 female, 116 male) were enrolled at this school in 2012.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://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

#### Results: English and Mathematics 2011



#### Results: English and Mathematics 2008 - 2011 (4-year average)



#### Results: All other subjects 2011



#### Results: All other subjects 2008 - 2011 (4-year average)



### 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.

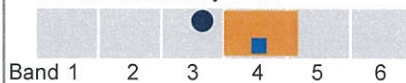
#### Results: Reading 2012



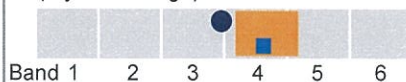
#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012



#### Results: Numeracy 2009-2012 (4-year average)



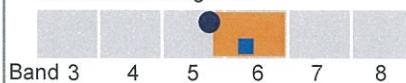
#### 5. NAPLAN Year 5

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.

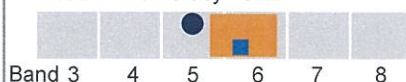
#### Results: Reading 2012



#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012



#### Results: Numeracy 2009-2012 (4-year average)



## 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

#### 6. Student attendance

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

### Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



Average 2011 attendance rate by year level:

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

### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

#### 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.

Results: 2012



Results: 2009 - 2012 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher



# How to read the Government School Performance Summary 2012

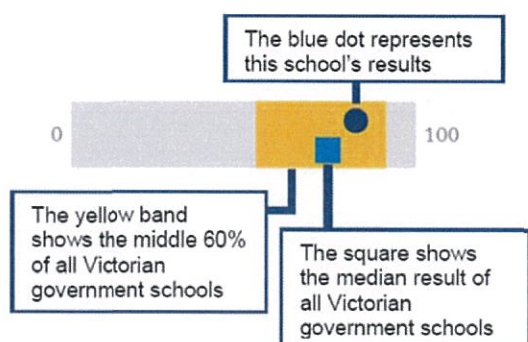
## What are student outcomes?

*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.

### School Comparison



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](http://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.

## Smarter Schools National Partnerships Annual Activity and Accountability Statement 2012

4662

### Moe (South Street) Primary School

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership Name	National Partnership for Low Socio-Economic Status School Communities	
2012 Allocation	Low SES National Partnership (where applicable)	ELS National Partnership (where applicable)
	\$150,000	
School Co-investment	Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.	

Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.
- Some schools are holding funds on behalf of other schools for a group improvement project.
- Schools with a \$0 allocation are:
  - being supported by a group improvement project where the funding is held by another school, or
  - receiving funding in subsequent years.

The school is participating in the following initiatives to support the achievement of its goals and targets:

2012 Low SES National Partnership Initiative Details
Building leadership capacity (coaching, professional learning) Building teacher capacity (in-school support/coaches) Improved monitoring of student performance information
2012 ELS National Partnership Initiative Details
Not applicable



## Financial Performance and Position

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

Revenue	2012 Actual
Departmental Grants	\$230,460
Commonwealth Government Grants	\$7,361
State Government Grants	\$48,700
Other	\$34,473
Locally Raised Funds	\$106,802
<b>Total Operating Revenue</b>	<b>\$427,796</b>

## Expenditure

Salaries and Allowances	\$125,238
Bank Charges	\$245
Consumables	\$56,239
Books and Publications	\$6,901
Communication Costs	\$7,447
Furniture and Equipment	\$
Utilities	\$
Property Services	\$
Travel and Subsistence	\$
Motor Vehicle Expenses	\$
Administration	\$
Health and Personal Development	\$
Professional Development	\$
Entertainment and Hospitality	\$
Trading and Fundraising	\$
Support / Service	\$
Miscellaneous	\$
<b>Total Operating Expenditure</b>	<b>\$196,070</b>

Net Operating Surplus/-Deficit	\$231,726
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	\$
Official Account	\$
Other Bank Accounts (listed individually)	
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
<b>Total Funds Available</b>	<b>\$0</b>

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

## Financial performance and position commentary