

# 2017 Annual Report to the School Community



School Name: Moe (South Street) Primary School

School Number: 4662

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*



## About Our School

### School Context

Moe (South Street) Primary School has an enrolment of 350 students (16 grades) and is located within the township of Moe, in Gippsland. The school is an active member of the Latrobe Valley network in the Gippsland Region. South St has increased from 240 students in 2014 to 350 students in 2017 (11 grades – 16 grades). This has also seen increase from 12 D & I students to 26 D and I students. Approx. 50% of the student population (that we are aware of) have experienced trauma in their lives. We have had an increase in the number of children that have extreme behaviour concerns, which has meant a shift in the approaches staff take to managing behaviour over the past three years. In 2017, we had an acting Assistant Principal for the last six months.

In 2007 the majority of our buildings were modernised with the building of eight new classrooms, a staffroom, offices and a large library. With the Building Education Revolution (BER) funding, we additionally combined our grant with funding from the Latrobe City Council to build a basketball stadium and music room, which also forms part of the Moe Early Learning Centre (Moe Place) adjacent to us. The Moe Early Learning Centre consists of the Maternal Health Centre, Toy Library, Kindergarten and Childcare and community centre providing excellent ongoing services for our families from birth to high school. We are also building links with the community through the shared use of recreational facilities at Ted Summerton Reserve and also with the kinder (e.g. cross-age activities, using our library).

At the start of 2018 a new permanent module building was opened. This has three classrooms, a withdrawal room, break out space and teacher offices. We also have one older building housing three classrooms and an art room, and two mod 5 portables.

South Street lies within an area that is characterised by high unemployment and generational poverty. The school has a Student Family Occupation (SFO) of 0.679, which reflects a low socio economic status. Despite these challenging factors, we have a range of intervention and support programs to provide all students with an education that meets their needs. We are also very fortunate to have a full time Primary Welfare Officer and a part time Chaplain who work closely with children in a variety of ways, including PALS, social groups and Breakfast Club.

We place a high priority on the well-being of our students, their engagement and connectedness to school. In 2017 we investigated a number of different models for teaching behaviour expectations. We decided to implement School Wide Positive Behaviours (SWPBS) with the introduction at the beginning of 2018. Our Staff have also attended several professional development days around trauma informed practice, to support the needs of our students and to build their capabilities.

Since 2015, we have introduced Professional Learning Communities (PLCs), where teachers work collaboratively to focus on student learning and results. We also employed a Teaching and Learning Coach to support our PLCs around their work, which is mainly focused on these four questions:

1. What do we want students to learn?
2. How do we know if they have learnt it?
3. What to do if they don't learn?
4. What will we do if they already know it?

In addition to this work, PLCs have worked around building a Guaranteed and Viable Curriculum in Mathematics, and have developed 'I Can' Statements and effective assessment to support their work. Professional learning for 2017 was focused on Mathematics and building teachers knowledge of effective strategies and content knowledge to support students growth.

To complement our work focusing on student wellbeing, effort and resilience, we have also focused on the work of Carol Dweck around Growth Mindsets. Staff focus on effort and the learning that occurs in mistakes in all subject areas.

Strong leadership, teamwork and respect are key features of the school. Our motto 'Parents, Teachers and Children working Together' underpins our philosophy and is reflected in our programs and practices. The school prides itself on building good relationships with its community and engaging students with a variety of academic and social programs. Specialist programs include Speech Therapy Assistance, Visual Arts, ICT, Science, Physical Education and Music. We are very proud of our music program with our bi-annual musicals. Classrooms also have access to digital video/still cameras, printers, scanners and class sets of tablets and laptops. At lunch times teachers hold a variety of clubs and programs for students to attend and support student engagement. These are well attended. In 2017 we also employed a Behaviour Support Teacher to implement activities, such as a 'play pit'. This teacher is also working to support children who have difficulties in the yard, and their parents.

We have a sustainability program and an outdoor classroom where students can work in gardens and care for animals. We also facilitate after-school care through Sherpa Kids.

### Framework for Improving Student Outcomes (FISO)



**Excellence in teaching and learning - Curriculum planning and assessment**

Our focus was to improve student learning in Numeracy by working collaborative in PLCs. During 2017 our teams continued to refine and use student pre and post assessments data. In Years P – 2 this was through the maths online assessments and other forms of assessment in the classroom and the 3 – 6 teachers used Booker assessments for each area of Number. Over the course of 2017 staff developed a Guaranteed and Viable Curriculum in Mathematics, and I Can statements in Number from pre Prep to Year 7. These statements were the essential skills and knowledge that we require students to achieve the expected levels. Teachers would then map the students, plan and teach for the student’s level.

We have continued to build our middle leaders during the year by being involved in the Moe/Newborough FISO group. The middle leaders worked with other middle leaders in the area by observing their PLCs and measuring them on the PLC matrix. This was a great opportunity for the middle leaders as it allowed the leaders an opportunity to learn from others but also to support them in the wonderful work that they are doing. Middle leaders from other schools also visited South St and observed PLCs to learn and provide feedback to our leaders. This was invaluable as it provided our staff with very positive feedback about processes in our school.

**Achievement**

Our student outcomes (NAPLAN data) in all areas of the curriculum are similar to like schools. Our focus is to develop further consistency in Teaching and Learning across all classrooms and to increase the number of children that are making high growth. By working in collaborative teams (PLCs), teachers are now developing common understandings of key skills and knowledge, and a shared understanding of ‘best practice’, which will lead to improved consistent delivery and judgment across all content areas and classes.

NAPLAN data (student learning growth Years 3 -5) shows that we have a large percentage of students with medium learning growth in Reading, Numeracy, Grammar and Punctuation. We are working to increase the number of students showing high learning growth and to reduce the percentage of students demonstrating low learning growth. We have begun this by mapping the students on the ‘I Can’ statements in Number and using the data obtained to target our teaching to each student’s point of need. We have also identified students who are close to achieving in the top bands.

The results of our 3-6 intervention program showed very strong growth for the children involved (as much as 18 months growth). The children were given 1:1 or 1:2 instruction based on areas of need from assessments.

**Engagement**

Our 2017 attendance data shows that total average days absent is similar to like schools. Our four year trend shows our absenteeism is similar to like schools as well. We had a slight increase in the total days absent across the school. With the increase in enrolments we also had an increase in children with higher absence totals. We are consistently working to improve our Attendance data, especially through our Student Welfare Officer who works very closely with families of children who experience high absenteeism. We also engage outside support services to assist these families.

Students have many opportunities to be engaged in activities outside of the classroom. We have a plant and animal program with a vegetable garden where children can grow produce and sell it. House Captains and Peer Activity Leaders run activities at lunch times for students and also events during whole school sports, such as the swimming carnival/athletics day. Our Arts, Digitech, Science, Health and Physical Education, and Music Program provide students with opportunities to widen their skills and knowledge, engage with peers as well as build positive self-esteem and confidence. Our PE teacher also introduced house sports every week at lunch times for our 5/6 children. A number of staff run clubs (e.g. construction, science, maths, sport) for students to be engaged in during lunch time. We also have a ‘play pit’ outside the library, which has quieter activities (e.g. board games, bey blades, playdough) to appeal to children who like to sit quietly with their friends.

**Wellbeing**

Mid way through 2017, we employed an extra staff member to support the yard behaviours, wellbeing of students and to investigate and begin to implement School Wide Positive Behaviours at the beginning of 2018. The role will continue into 2018. Development of behaviour expectations has allowed all staff and students to have a common vision for our students’ behaviour and language to implement in classrooms and the yard.

The school Chaplin was involved in a number of groups that assisted children in how to manage their emotions and what to do when they are feeling escalated. This has had a number of positive outcomes for these students.

Our Primary Welfare Officer supports many children and families in the school. This support allows children to feel connected to their peers, and talk about any concerns they may have at school or home. The welfare officer also works with many outside agencies to support families.

We also offer a range of programs to support students’ wellbeing, including: Kids Hope, buddies, After School Care, Breakfast Club, PALS (peer lead activities), Clubs, Junior School Council and other at needs programs (e.g. Grief and Loss, Friendship).



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:

| <b>School Profile</b>  |  |
|--|--|
| <p><b>Enrolment Profile</b></p> <p>A total of 337 students were enrolled at this school in 2017, 153 female and 184 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>  |  |
| <p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>   |  |
| <p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p> | <p> Similar</p> <p> Similar</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><b>NAPLAN Year 3</b></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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |
| <p><b>NAPLAN Year 5</b></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>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>49%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>62%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>53%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>41%</td> <td>51%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>57%</td> <td>14%</td> </tr> </tbody> </table> | Domain            | Low  | Medium | High | Reading | 38% | 49% | 14% | Numeracy | 21% | 62% | 18% | Writing | 36% | 53% | 11% | Spelling | 41% | 51% | 8% | Grammar and Punctuation | 30% | 57% | 14% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain   | Low   | Medium            | High |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |    |                         |     |     |     |   |
| Reading  | 38%   | 49%               | 14%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |    |                         |     |     |     |   |
| Numeracy   | 21%   | 62%               | 18%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |    |                         |     |     |     |   |
| Writing  | 36%   | 53%               | 11%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |    |                         |     |     |     |   |
| Spelling   | 41%   | 51%               | 8%   |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |    |                         |     |     |     |   |
| Grammar and Punctuation  | 30%   | 57%               | 14%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |    |                         |     |     |     |   |





## 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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b><br/>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> | <p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <table border="1" data-bbox="553 913 1036 1003"> <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>91 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> <td>88 %</td> <td>91 %</td> <td>88 %</td> </tr> </tbody> </table> | Prep              | Yr1  | Yr2  | Yr3  | Yr4  | Yr5 | Yr6 | 91 % | 91 % | 90 % | 90 % | 88 % | 91 % | 88 % | <p> Similar</p> <p> Similar</p> |
| Prep   | Yr1   | Yr2               | Yr3  | Yr4  | Yr5  | Yr6  |     |     |      |      |      |      |      |      |      |                                 |
| 91 %   | 91 %  | 90 %              | 90 % | 88 % | 91 % | 88 % |     |     |      |      |      |      |      |      |      |                                 |



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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> | Similar           |
| <p><b>Students Attitudes to School - Management of Bullying</b></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> | Similar           |

# 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)

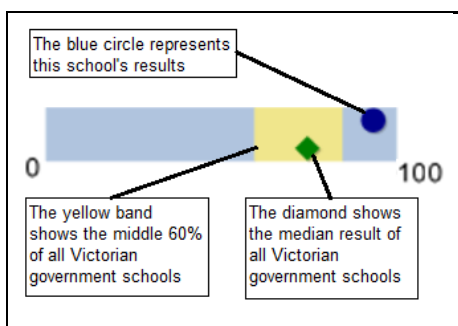
### Engagement

- 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).

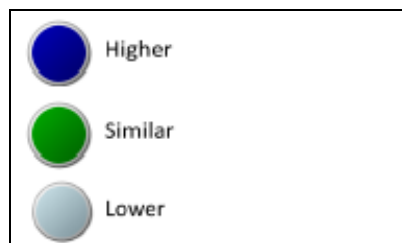


## What does *School Comparison* refer to?

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

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

| Financial Performance - Operating Statement<br>Summary for the year ending 31 December, 2017 |                    | Financial Position as at 31 December, 2017 |                  |
|--|--------------------|--|------------------|
| <b>Revenue</b>   | <b>Actual</b>      | <b>Funds Available</b>                     | <b>Actual</b>    |
| Student Resource Package   | \$3,184,401        | High Yield Investment Account              | \$75,867         |
| Government Provided DET Grants   | \$649,960          | Official Account                           | \$34,311         |
| Government Grants Commonwealth   | \$8,859            | Other Accounts                             | \$25,839         |
| Revenue Other  | \$26,321           | <b>Total Funds Available</b>               | <b>\$136,017</b> |
| Locally Raised Funds   | \$126,762          |  |                  |
| <b>Total Operating Revenue</b>   | <b>\$3,996,304</b> |  |                  |
| <b>Equity<sup>1</sup></b>  |                    |  |                  |
| Equity (Social Disadvantage)   | \$692,286          |  |                  |
| <b>Equity Total</b>  | <b>\$692,286</b>   |  |                  |
| <b>Expenditure</b>   |                    | <b>Financial Commitments</b>               |                  |
| Student Resource Package <sup>2</sup>  | \$2,925,061        | Operating Reserve                          | \$133,337        |
| Books & Publications   | \$13,463           | Asset/Equipment Replacement < 12 months    | \$2,680          |
| Communication Costs  | \$4,732            | <b>Total Financial Commitments</b>         | <b>\$136,017</b> |
| Consumables  | \$83,056           |  |                  |
| Miscellaneous Expense <sup>3</sup>   | \$59,111           |  |                  |
| Professional Development   | \$27,991           |  |                  |
| Property and Equipment Services  | \$163,982          |  |                  |
| Salaries & Allowances <sup>4</sup>   | \$397,332          |  |                  |
| Trading & Fundraising  | \$54,010           |  |                  |
| Utilities  | \$32,331           |  |                  |
| <b>Total Operating Expenditure</b>   | <b>\$3,761,071</b> |  |                  |
| <b>Net Operating Surplus/-Deficit</b>  | <b>\$235,233</b>   |  |                  |
| <b>Asset Acquisitions</b>  | <b>\$0</b>         |  |                  |

(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 05 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.

The school had a net operating surplus in 2017. Substantial amount of these funds will go towards building and grounds improvement in 2018. The 3 main projects will be a new fence along one boundary, a new phone system to cater for the growing number of classrooms and painting of the children's toilets in the main building.

The surplus also allowed the school to be able to add a 16 class in 2018. This allowed for the class numbers to be kept below 25.

The school used the equity funding provided to support students in the classroom, provide extra support staff and wellbeing staff.

The school also received a grant to demolish an existing building and build a permeant modular building that included 3 classrooms and toilets. This began in September 2017 and complete Feb 2018.



*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.*