

2016 Annual Report to the School Community



School Name: Moe Primary School

School Number: 4740



Name of School Principal:

Jenny Dowsett

Name of School Council President:

Leigh Gatt

Date of Endorsement:

12/5/17

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Elizabeth Street Primary School is Committed to continuous improvement based on evidence. We strive for strong educational, social and well-being outcomes. All students are supported to take responsibility for their personal, social and academic learning, empowering them to become lifelong learners and positive, productive members of our community. To achieve these goals we provide a positive, safe and caring environment. We have well established processes and practices in place to ensure all students are able to engage in an education that develops their full potential. Our school implements the School Wide Positive Behaviour System, with our school values being Respect, Responsibility and Resilience.

Our school prides itself on being able to develop individual programs for the diverse range of our students' needs. We offer individual and small group programs including Numeracy and Literacy Intervention as well as social skills support. We have a whole school focus on developing our students' oral language capacity. We are recognised as a school that strongly supports our Koorie and EAL students who make up 10 and 20% of our school population respectively.

The school is a bright and welcoming educational facility, which is an integral part of the community. We offer access to our Library and Performing Arts space to the community. We work closely with Good Beginnings, facilitating Playgroup and Sing and Play programs.

Framework for Improving Student Outcomes (FISO)

Elizabeth Street Primary School has focused on students setting and monitoring their own individual learning goals in writing, using the Big Write criterion scale as a tool.

To support teaching and learning practice, teachers have been engaged with professional development focused on writing, collaboratively developed a whole school curriculum, moderated student writing pieces and investigated teaching strategies through the PLT process.

To improve home – school communication, the school has introduced a new reporting process, which requires parents to attend parent teacher conversations at the end of term 1, term 2 and term 3.

Achievement

At Moe (Elizabeth Street) Primary School we monitor student learning closely. Our school based student learning data is steadily improving and is being tracked closely.

In 2016, staff used student assessment results to identify each child's individual level of understanding. They then planned in teams, to identify learning tasks to match student needs and support them to the next level of understanding. Staff were supported by school based Literacy and Numeracy coaches, to ensure accurate analysis of data, correct identification of learning needs, matched learning tasks and careful monitoring of student progress. This collaborative approach promotes consistent, high quality practice across the school.

A good percentage of our students have shown medium to high levels of Learning Gain in Reading (22%) and Spelling (18%), and medium levels of growth in Numeracy (70%) and Writing (64%). Writing is a focus area of our school Strategic Plan and was a major focus for 2016 and 2016 in our Annual Implementation Plan. The school will be working towards reducing the number of students demonstrating low learning gain in Reading and Spelling and increasing the number of students demonstrating high gain in Numeracy, Writing and Spelling..

In 2017 we will continue with our focus on student data and collaborative practice.

Curriculum Framework implemented in 2016 (please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

At Moe (Elizabeth Street) Primary School we have a focus on developing student leadership skills. Our senior students are encouraged to have a voice in school decision making through Junior School Council and Student Leadership meetings.

Our Attitudes To School survey data has identified some areas of concern for our students, which has been addressed through our School Wide Positive Behaviour System.

Our students are well supported with the strong Welfare and Student Engagement practices we have in place. Our school has successfully implemented the School Wide Positive Behaviour System.

Student attendance is closely monitored with protocols in place to ensure maximum attendance from all of our students. A proforma is sent home



for parents to complete when their child is absent. This form is included with the weekly newsletter along with continual reinforcement of the 'Everyday Counts' message.

Students who are absent for 3 days in a row are followed up with a phone call from the school chaplain or school welfare officer.

Students are rewarded each term for 100% attendance.

Wellbeing

Moe (Elizabeth Street) Primary School has effective programs in place to support transitions as students enter, progress through and exit our school.

In 2016 the school had 11.2 teaching staff, 1 principal and 6.6 support staff.

Our Prep transition program is supplemented with regular visits to the local kindergartens, promoting a smooth transition. The school arranges for our senior students to visit with the kindergarten children, building positive buddy relationships. Additional transition sessions are organised for students identified as requiring additional support.

Information sessions are held for the parents. All families are offered the opportunity to have a tour of the school and are provided with a detailed handbook. Information is also available from our school website. All new families are provided with numeracy and literacy readiness for school activity kits. These have been greatly received by our families.

In 2016, the majority of our grade 6 students transitioned to our local Secondary School. A small group went to the Secondary School in a neighbouring town. Additional transition is organised for any students who require a greater level of support.

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 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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 101 students were enrolled at this school in 2016, 53 female and 48 male. There were 9% of EAL (English as an Additional Language) students and 17% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>NAPLAN Year 5</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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67%</td> <td>11%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>70%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>64%</td> <td>0%</td> </tr> <tr> <td>Spelling</td> <td>45%</td> <td>45%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>45%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	67%	11%	22%	Numeracy	30%	70%	0%	Writing	36%	64%	0%	Spelling	45%	45%	9%	Grammar and Punctuation	36%	45%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Spelling	45%	45%	9%																							
Grammar and Punctuation	36%	45%	18%																							



Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. 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.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>85 %</td> <td>92 %</td> <td>87 %</td> <td>88 %</td> <td>92 %</td> <td>93 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	85 %	92 %	87 %	88 %	92 %	93 %	88 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
85 %	92 %	87 %	88 %	92 %	93 %	88 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

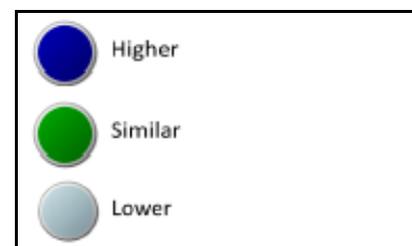
What are student outcomes?

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, P-12 and specialist schools, 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.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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.

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

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 and position commentary

Moe (Elizabeth Street) Primary School has been well resourced to support their work in improving literacy and numeracy outcomes. Funds have been allocated to the provision of literacy and numeracy coaches, relevant Professional Development, ES support in Literacy and English as an Alternative Language and various intervention programs. The school has limited capacity for the local community to support fundraising. School Council opted to provide a subsidised swimming program for all students in grades Prep-4, along with zero contributions from families for student supplies.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,152,417
Government Provided DET Grants	\$265,322
Government Grants Commonwealth	\$1,379
Revenue Other	\$12,231
Locally Raised Funds	\$27,092
Total Operating Revenue	\$1,458,441

Expenditure	
Student Resource Package	\$1,168,454
Books & Publications	\$2,850
Communication Costs	\$6,021
Consumables	\$33,309
Miscellaneous Expense	\$78,738
Professional Development	\$10,962
Property and Equipment Services	\$112,022
Salaries & Allowances	\$101,432
Trading & Fundraising	\$10,795
Utilities	\$19,421

Total Operating Expenditure **\$1,544,003**

Net Operating Surplus/-Deficit **(\$85,561)**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$75,238
Official Account	\$8,994
Other Accounts	\$200,000
Total Funds Available	\$284,232

Financial Commitments	
Operating Reserve	\$52,449
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds incl SMS<12 months	\$40,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
School Based Programs	\$25,000
Repayable to DET	\$70,285
Other recurrent expenditure	\$11,497
Asset/Equipment Replacement > 12 months	\$15,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$15,000
Total Financial Commitments	\$284,231

Student Resource Package Expenditure figures are as of 06 March 2017 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.