

2022 Annual Report to the School Community

School Name: Moe (South Street) Primary School (4662)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 16 March 2023 at 07:33 AM by Brendan Dawson (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 22 March 2023 at 08:45 AM by Christopher McVerry (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Moe (South Street) Primary School is centrally located in the township of Moe, in the Latrobe Valley, Gippsland, Victoria. The school has a strong and proud reputation within the community and has a current enrolment of approximately 280 students. Over recent years, the school has received a significant investment in our buildings and facilities and offers modern learning spaces, including an indoor gymnasium, canteen, specialist classroom spaces and vast playground and oval spaces for students to socialise and play.

The school prides itself on building good relationships within the community and engaging students with a variety of academic, social and extra-curricular programs. Our school is adjacent to the Moe Early Learning Centre, which consists of Kindergarten and Childcare services. This partnership allows us to provide excellent ongoing services for our families from birth through to high school. We are also active participants in the Moe Southside Community User group, allowing for the shared use of recreational facilities at Ted Summerton Reserve.

Our Mission:

For Students, Teachers and Parents to develop a strong partnership that displays mutual respect and trust to provide a stimulating learning environment that meets the academic, social and emotional needs of all students.

Our Vision:

At South Street Primary School, we grow people who:

- Are creative, curious and independent learners.
- Are resilient and problem-solve when faced with challenges.
- Respect and care about themselves, each other, and the world in which we live.

Our Values:

- Be Safe
- Be a Learner
- Be Respectful

Our school's Behaviour Management approach is based on the School Wide Positive Behaviour framework. It is known as Positive Behaviours for Learning (PB4L) at South St Primary School. This approach is supported by a comprehensive wellbeing team, led by our Assistant Principal and comprising of our Welbeing Coordinator, Disability Inclusion Coordinator, Behaviour Support, School Chaplain and School Nurses.

Our teachers work collaboratively in Professional Learning Communities (PLC), focusing on improving student learning outcomes and building teacher capacity and knowledge. Specialist programs include Visual Arts, DigiTech, Physical Education and Music. Our students also participate in a range of extra-curricular and sporting events that compliments and add value to the growth of our students, such as a camping program for Grades 3-6, District, Division and Regional sporting events, and regular incursions and excursions that are aligned to student learning.

More information on our school can be found by visiting our website:

<http://www.moe-southst-ps.vic.edu.au/> or by contacting the school directly on 5127 1512.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, South Street Primary School underwent a School Review. The review process was a significant focus, with time provided to ensure that each step was undertaken in consultation with all school community members. The appointment of a new Acting Principal and Assistant Principal during Term 3 provided further opportunities to build a shared understanding of the school's unique context, unpacking the review findings to achieve ownership and clarity of future school improvement priorities.

As a result of the review, there were several school highlights related to student learning and achievement.

These include:

- The positive results achieved by Year 5 students in their 2021 National Assessment Program–Literacy and Numeracy (NAPLAN) assessments, particularly in the areas of Reading and Numeracy.
- The percentage of students who were assessed as achieving in the top two NAPLAN bands for Reading, Writing, Spelling and Numeracy exceeded the results of students in similar schools.
- The percentage in the top two bands for Grammar and Punctuation equalled that of students in similar schools.
- The current School Strategic Plan (SSP) had a target that aimed to have 25 per cent or more of student assessed in the top two bands for Reading and 25 per cent or less assessed in the bottom two bands by 2021. In 2021 29 per cent of students were assessed in the top two bands and 19 per cent in the bottom two bands, thereby exceeding both target figures.
- The percentage of students who made high benchmark learning growth for Reading and Numeracy from Year 3 to Year 5 exceeded that of students in similar schools. The school also achieved the target established for the percentage of students who made high or medium learning growth in Reading.

The school has identified a continuing need to target school improvement initiatives in the areas of Reading with a specific focus on building a consistent understanding of the components of reading, documenting a guaranteed and viable curriculum and implementing an evidence-based approach to teaching phonics.

Wellbeing

In 2022, South Street Primary School underwent a School Review. The review process was a significant focus, with time provided to ensure that each step was undertaken in consultation with all school community members. The appointment of a new Acting Principal and Assistant Principal during Term 3 provided further opportunities to build a shared understanding of the school's unique context, unpacking the review findings to achieve ownership and clarity of future school improvement priorities.

As a result of the review, there were several school highlights related to student learning and achievement.

These include:

- The development of wellbeing structures that supported students and their families.
- Respectful relationships between members of staff and students.
- Positive responses from students indicating they feel safe at school across all areas of the yard
- Positive responses from parents indicating their child/ren enjoy coming to school and felt connected to their school

The school review process affirmed the school's response and investment in student wellbeing. It noted that for continued success, there was a need to embed the school's existing approach to wellbeing, engagement and behaviour.

Engagement

School attendance continues to be positively promoted throughout the school, utilising the motto of, 'on time, every day,' and sharing information with families that students with regular attendance do better academically.

It is important to note that the community's experience of remote and flexible learning had significantly impacted attendance over the last three years, resulting in a small number of families and students experiencing school refusal. These students and families are working with the Wellbeing Coordinator on specific attendance goals to support their re-engagement with the school. School-based attendance data and tracking indicate that a small cohort of students has significantly impacted the school's average number of absence days, sitting at 35.7 days in 2022.

In 2023, the school will be actively engaged and involved with implementing the Inner Gippsland Area Approach to Attendance to ensure a reduction in the average number of absence days per student.

Financial performance

South Street Primary School has undergone significant structural and organisational changes throughout 2022.

Moe (South Street) Primary School

Following a decline in student enrolments over a period of years, the school was forced to complete a Managing Excess process for Education Support staff. The process was undertaken to ensure that the revenue received for the additional support of students under the Program for School Students with Disability matched the expenditure on Education Support staff. This process also allowed the school to rethink the spending of equity funding to meet identified needs following the school review process (also completed in 2022).

The resulting actions have provided the opportunity to recruit two full-time Learning Specialists, working outside the classroom to support the growth and capacity building of all teaching staff and to embed Professional Learning Communities across our teams.

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

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 283 students were enrolled at this school in 2022, 145 female and 138 male.

2 percent of students had English as an additional language and 14 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

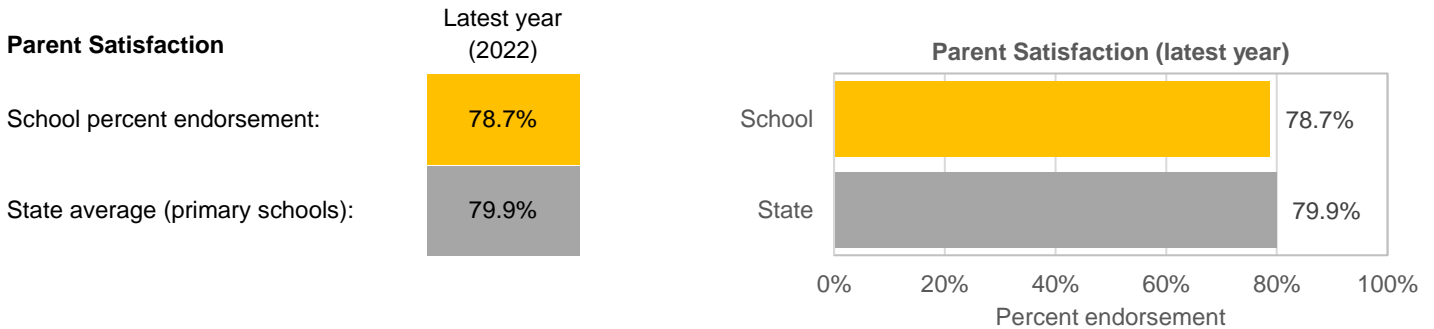
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

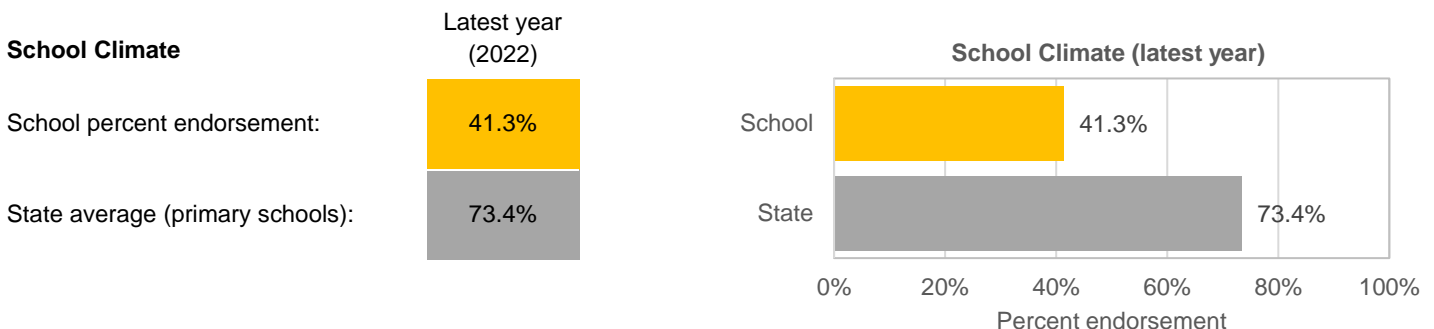


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

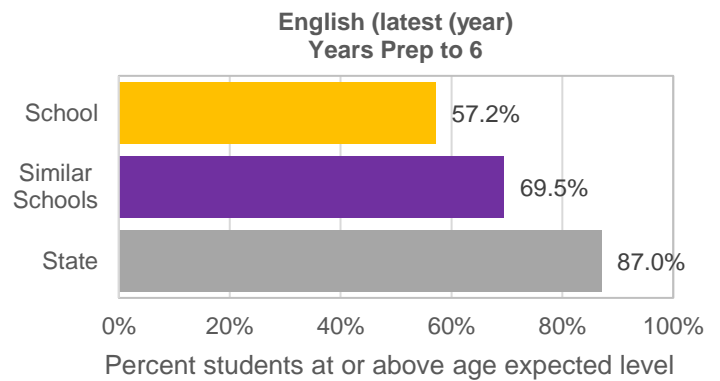
57.2%

Similar Schools average:

69.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

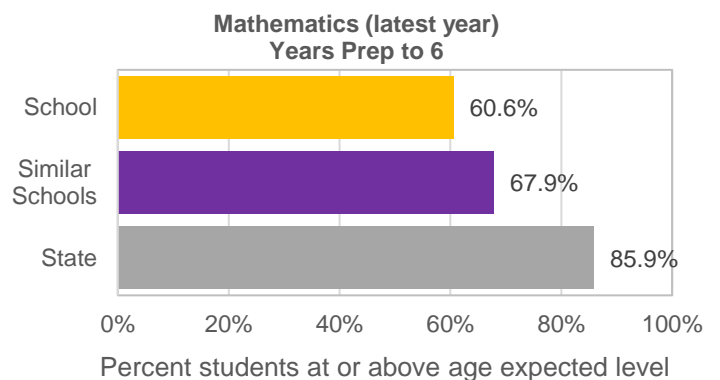
60.6%

Similar Schools average:

67.9%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

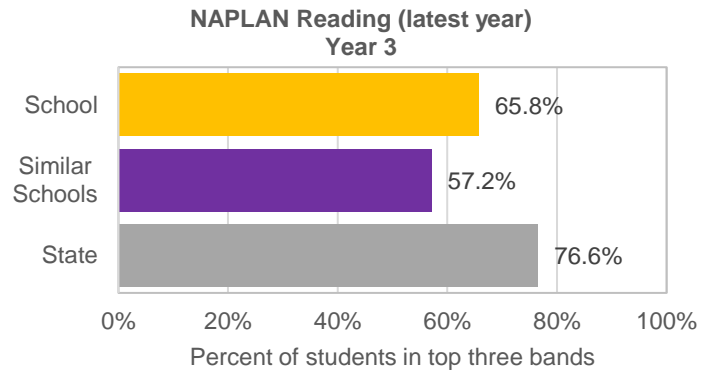
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

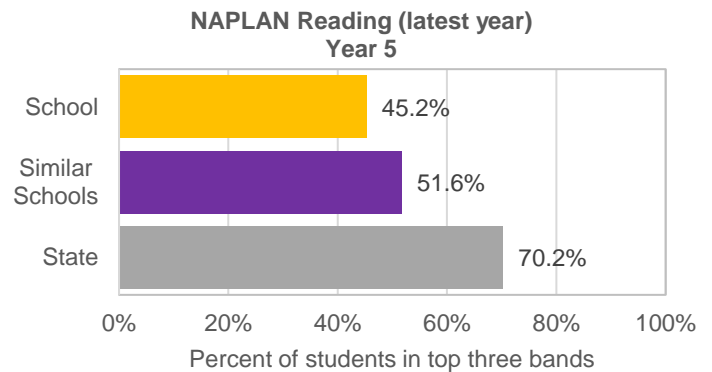
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.8%	57.1%
Similar Schools average:	57.2%	58.6%
State average:	76.6%	76.6%



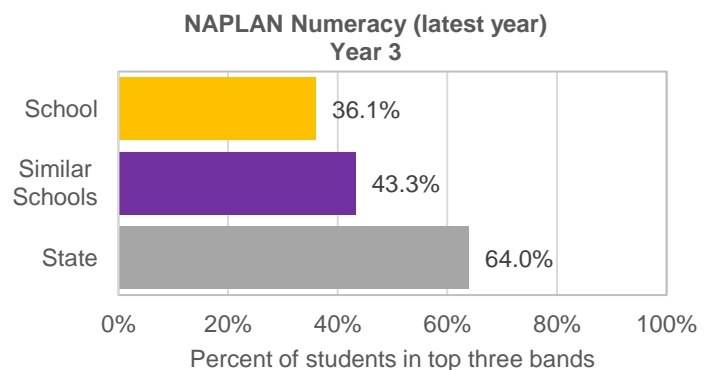
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.2%	55.3%
Similar Schools average:	51.6%	52.5%
State average:	70.2%	69.5%



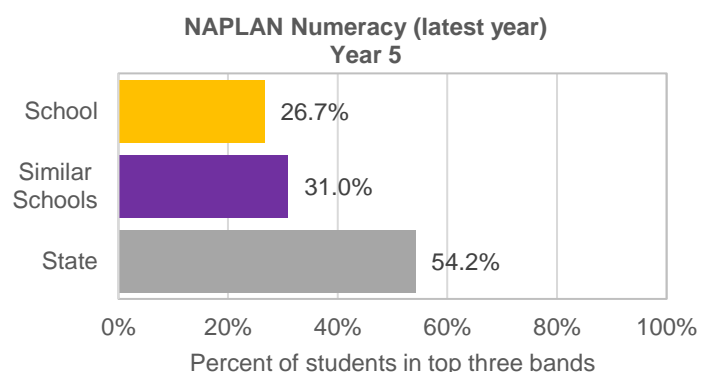
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.1%	43.9%
Similar Schools average:	43.3%	45.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.7%	39.1%
Similar Schools average:	31.0%	36.6%
State average:	54.2%	58.8%



WELLBEING

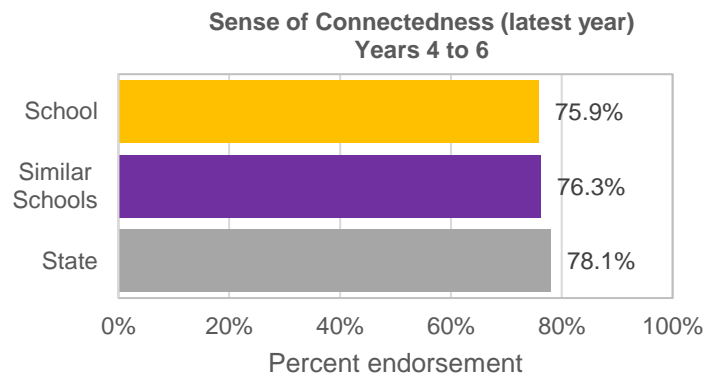
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.9%	77.7%
Similar Schools average:	76.3%	76.7%
State average:	78.1%	79.5%

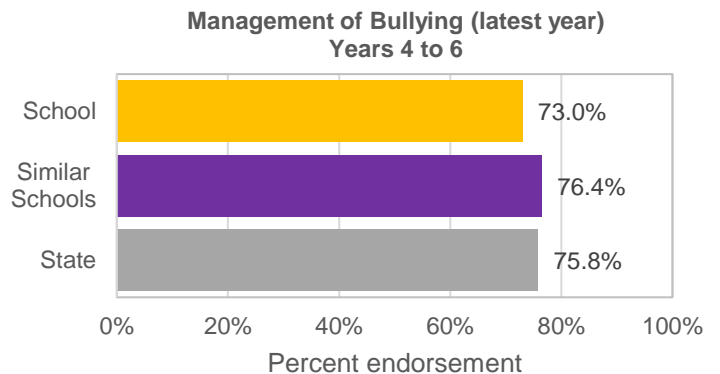


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	73.0%	74.6%
Similar Schools average:	76.4%	77.3%
State average:	75.8%	78.3%



ENGAGEMENT

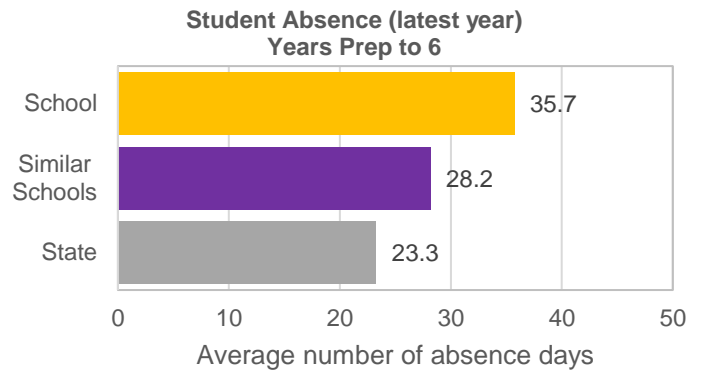
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	35.7	25.1
Similar Schools average:	28.2	22.5
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	80%	85%	83%	86%	82%	81%	79%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,018,051
Government Provided DET Grants	\$876,347
Government Grants Commonwealth	\$2,500
Government Grants State	(\$16,270)
Revenue Other	\$26,363
Locally Raised Funds	\$70,669
Capital Grants	\$0
Total Operating Revenue	\$4,977,660

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,048,834
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,048,834

Expenditure	Actual
Student Resource Package ²	\$3,807,961
Adjustments	\$0
Books & Publications	\$1,225
Camps/Excursions/Activities	\$28,086
Communication Costs	\$5,405
Consumables	\$111,041
Miscellaneous Expense ³	\$10,571
Professional Development	\$9,215
Equipment/Maintenance/Hire	\$46,569
Property Services	\$123,892
Salaries & Allowances ⁴	\$322,378
Support Services	\$130,294
Trading & Fundraising	\$35,209
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$339
Utilities	\$35,540
Total Operating Expenditure	\$4,667,724
Net Operating Surplus/-Deficit	\$309,936
Asset Acquisitions	\$96,747

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$540,532
Official Account	\$11,733
Other Accounts	\$0
Total Funds Available	\$552,266

Financial Commitments	Actual
Operating Reserve	\$136,545
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$50,389
School Based Programs	\$293,693
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$228,793
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$709,420

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.