

# 2017 Annual Report to the School Community



School Name: Moe (Albert Street) Primary School

School Number: 2142

*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 (Albert Street) Primary School is situated in the Central Business District of Moe, in the Latrobe Valley, Gippsland. We strongly adhere to our vision that “*The community of Albert Street Primary School Moe encourages everyone to dare to dream and reach their potential in supportive, caring environments. Together we recognise and celebrate our success. We value Partnership, Respect, Optimism and Pride.*”

Currently seven classrooms are in operation; 2x Year F/1 and 1x year 2 (Junior Unit) 2x Year 3/4 (Middle Unit) and 2x Years 5/6 (Senior unit). Units are located to enable collaborative planning and teaching and learning. A Literacy Leader, Maths Specialist and Elearning Co-ordinator and the principal form the Leadership Team, their focus is developing teacher capacity and student learning in the aforementioned curriculum areas.

The school's transient student population is currently at 155 with an SFOE index of 0.5828. Our community is strongly supported by welfare and wellbeing officers, community liaison officer, special needs and intervention co-ordinator, EAL support, literacy intervention assistant, three learning assistants and extensive transition and intervention programs. Recently two Mental Health Professionals have joined our community to consult with specific students and families at risk.

Student leadership is strongly embedded within the Albert Street School Community. Throughout the year the senior students develop leadership skills through formal and informal opportunities that reflect the school's values. School Captains and Vice Captains plan and implement weekly assemblies. Sports Captains are responsible for lunchtime activities and equipment. Junior School Councillors are responsible for input into policy review and fundraising. Student leaders are encouraged to participate in the Rotary Scholarship Awards Program whereby they undertake community and personal development activities.

Our school continues to sustain partnerships with local community groups such as Latrobe Community Health, Save the Children, Federation University, Moe Rotary, Moe Life Skills to further enhance our learning programs and to further enhance the school's learning programs and to connect families and build positive relationships between home, school and the community.

### Framework for Improving Student Outcomes (FISO)

In consultation with the SEIL, at the commencement of 2017, the FISO Priorities focussed upon, are as follows;

1. Excellence in teaching and Learning
2. Professional Leadership
3. Positive Climate for Learning.

More specifically the priority initiatives were 1. Curriculum Planning and Assessment to initiate sustainable numeracy growth. 2. Building Leadership Teams to further the work of a distributed leadership model, to improve staff efficacy and 3. Empowering students and building school pride to strengthen school connectedness.

### Achievement

The school improvement initiative identified was *strengthening numeracy through literacy*. The key improvement strategies were as follows;

1. Develop a guaranteed and viable curriculum in mathematics based on the Victorian Curriculum.
2. Implement pre and post testing using common assessment tasks and a range of external assessment tools in mathematics. Data to be stored on Sentral (Whole School Data base)
3. Use Professional Learning Community processes to use year level and whole school assessment data to plan for targeted teaching in mathematics.
4. Monitor Learning Growth in Maths regularly and implement a systematic approach to interventions when students are not learning.
5. Increase teacher capacity and confidence in teaching maths with the assistance from the Maths coordinator and Literacy Specialist.

### Engagement



The school's improvement initiative identified was *improve student attendance*. The key improvement strategies were as follows;

1. Implement a school plan which targets attendance and develop processes to reduce the level of unapproved absences.
2. Develop ILPs to support increased and sustained attendance at school.
3. Develop multi- disciplinary teams with external agencies to support parents to meet attendance expectations
4. Utilise equity funding to remove barriers to attendance such as uniforms,transport, lunches.

## Wellbeing

The school's improvement initiative identified was *improve students' engagement and well being*. The key strategies were as follows;

1. Enabling student voice.

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:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 140 students were enrolled at this school in 2017, 62 female and 78 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 4 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><b>Teacher Judgement of student achievement</b></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> Lower</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> Higher</p> <p> Higher</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</b> 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 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>47%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>42%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>70%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>55%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	60%	20%	Numeracy	42%	47%	11%	Writing	47%	42%	11%	Spelling	20%	70%	10%	Grammar and Punctuation	20%	55%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## 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> 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> <table border="1" data-bbox="539 920 1026 1010"> <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>93 %</td> <td>89 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	89 %	94 %	93 %	92 %	92 %	90 %	<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>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	89 %	94 %	93 %	92 %	92 %	90 %										



## 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)

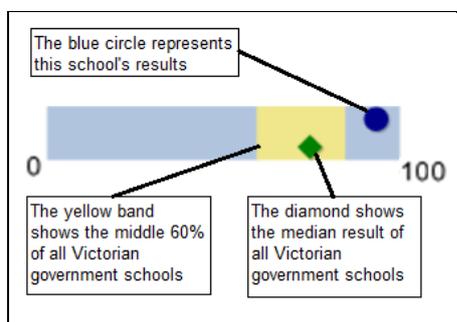
### Engagement

- 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).

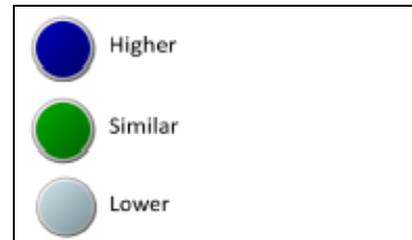


## What does *School Comparison* refer to?

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 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	\$1,408,260	High Yield Investment Account	\$1,658
Government Provided DET Grants	\$261,795	Official Account	\$4,403
Revenue Other	\$19,134	Other Accounts	\$96,408
Locally Raised Funds	\$61,889	<b>Total Funds Available</b>	<b>\$102,469</b>
<b>Total Operating Revenue</b>	<b>\$1,751,077</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$218,283		
<b>Equity Total</b>	<b>\$218,283</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,313,142	Operating Reserve	\$58,703
Books & Publications	\$373	Asset/Equipment Replacement < 12 months	\$3,833
Communication Costs	\$9,780	Maintenance - Buildings/Grounds incl SMS<12 months	\$25,000
Consumables	\$16,158	Revenue Received in Advance	\$1,898
Miscellaneous Expense <sup>3</sup>	\$26,424	School Based Programs	\$12,500
Professional Development	\$24,043	Asset/Equipment Replacement > 12 months	\$9,000
Property and Equipment Services	\$125,983	<b>Total Financial Commitments</b>	<b>\$110,934</b>
Salaries & Allowances <sup>4</sup>	\$129,205		
Trading & Fundraising	\$28,145		
Utilities	\$18,950		
<b>Total Operating Expenditure</b>	<b>\$1,692,204</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$58,874</b>		
<b>Asset Acquisitions</b>	<b>(\$212)</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.

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.