

2020 Annual Report to The School Community



School Name: Moe (Albert Street) Primary School (2142)



- 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 2020 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 30 March 2021 at 05:12 PM by Monique Osborn (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 April 2021 at 09:52 AM by Alaric Kurzawa (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

The community of Albert St (Moe) Primary School 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." Our school is centrally located in the Latrobe Valley, in the township of Moe. The school's socio-economic band is high as it supports a disadvantaged community.

During 2020 the school's enrolment fluctuated around 150 students across seven classrooms (Prep; 2x years 1/2; 2x years 3/4; 2x years 5/6). A Learning Assistant was appointed to each classroom to support tier 2 and 3 intervention and extension. Students were also supported by specialists in art, physical education, numeracy and literacy, as well as a speech therapy assistant, and special needs and intervention coordinator, Many of our families require additional financial and welfare support welfare and wellbeing officers and a school nurse.

Extra Curricular opportunities in sport, leadership, arts and the community are also offered, in partnership with the local community, to further develop individual skills and knowledge.

The 2019-2022 Strategic Plan has three focus areas; to develop a Safe and Orderly Learning Environment, to improve student outcomes in numeracy and literacy. These focus areas have been addressed as a Respectful Relationships Lead School, implementing a tiered approach to responding to student behaviour and wellbeing and continuing to develop a feedback culture by strengthening student voice and agency as well as whole community awareness of anti bullying. Professional learning through coaching and peer observation of numeracy and literacy instruction, as well as analysis of student numeracy and literacy data to determine effective intervention and extension has been an ongoing practice.

Due to COVID19 lockdown procedures, remote learning was implemented during term 3 and 4 when the majority of students were working from home. Learning Packs (Literacy, Numeracy, Inquiry, Art and Physical Education tasks) were created for students to accommodate differentiation and were distributed and collected from school on a weekly rotation. Weekly face to face and regular telephone communication to parents/carers assisted to develop confidence in supporting their children with the learning tasks. Inquiry tasks were also distributed such as planning a meal or a gardening project to assist parents/carers to engage the entire family. Teachers provided weekly written feedback on completed tasks. A school parent survey was conducted during the first remote learning which indicated that parents/carers were satisfied with the support provided by staff and the appropriateness of the tasks for students to complete independently with some guidance.

During the second lockdown, the middle and senior students were provided with the opportunity for online learning with the establishment of Teams. Some tier 2 academic and social online interventions were also provided by the wellbeing team and learning assistants. On return from lockdown, students were provided with extended brain breaks for socialising and physical movement, to assist with their reengagement. Semester reporting was adjusted in accordance with the DET reporting to parents guidelines.

Framework for Improving Student Outcomes (FISO)

Albert St Primary school continued to deliver on the Key Improvement Strategies that were modified to accommodate the transition to remote and flexible learning. Initially the teaching and learning during the first lockdown focussed on preparing differentiated workpacks that students could engage with and appropriately supported by parents and carers. Students attended the school site due to their parents/carers being essential workers or due their vulnerability, were also provide with the same workpacks. Teachers and Learning Assistants proficient at communicating with parents either face to face during pack pick up or by phone to support them to engage their children in remote learning. They also investigated and implemented effective online learning tasks (numeracy and literacy) using Teams. Online class sessions and breakout sessions were provided for years 3-6 students. The wellbeing team also regularly developed online sessions to engage small groups of vulnerable students and plan and implement an online assembly. The improvement of student reading and numeracy outcomes were to be measured by NAPLAN data, however this

assessment did not take place due to COVID19 Lockdown. The parent opinion survey indicated a 74.4% school satisfaction level, which was slightly below the state average of 81.2%. The Attitudes to School Survey undertaken by years 4-6 students indicated that 66.7% reported a positive connectedness to school, whilst 68.8% of students reported a favorable approach to managing bullying behaviours. It is noted that due to the lower participation rates and difference in collection methodology that this data is not comparable with previous years or similar school groups. Teacher Judgement was used as the measurement for achievement in English and Mathematics. This measurement indicated 59.2% of students achieved at or above age expected standards for English in comparison with like schools that achieved 69.2%. In mathematics, 57.6% of students achieved at or above age expected standard in comparison with 67.1% for similar schools.

The Key improvement strategies; to strengthen the capacity of leadership across the school; embed robust Professional Learning Community; Building the capacity of staff to use a range of assessment data to inform planning have continued to be a focus for 2020. The middle unit leaders commenced a Professional Learning Communities seminar series, teachers have focussed on interpreting the data of Essential Assessments and Fountas & Pinnel Assessments to ensure learning meets the individual needs of all students.

Achievement

The majority of students, with support from parents/carers and all staff engaged in the learning packs which focussed on literacy, numeracy, arts, physical education and inquiry tasks. Each week learning packs were collected to provide feedback and refreshed for the following week of learning. A feedback sheet was provided in each learning pack the parents/carers to indicate how their child managed the task. A self - directed inquiry task also featured in the week's learning pack to support parents/carers who may have been supervising a number of children of differing ages. These practical tasks were aimed at involving the entire family such as creating a restaurant, designing a menu, cooking and preparing a table setting. These activities were well received by families.

Art activities and Physical Education Activities incorporated online challenges to develop skills of accuracy with juggling, skipping and throwing.

PSD students were encouraged to attend on site and were offered additional well being support by the Well being team and Special Needs and Intervention Coordinator.

Engagement

The focus during lockdown at Albert St Primary School was to support student engagement in their learning. Attendance was monitored in terms of learning packs completed and returned and online presence for class activities and small group activities.

A initial survey was undertaken to determine access to the internet and access to devices at home. Devices were distributed accordingly to families, even though they arrived two weeks prior to students returning onsite learning. Ensuring that all families understood how to access the Sentral parent portal for notifications and the ability to communicate with classroom teachers was paramount. For those parents/carers who abrogated their responsibilities to engage with the portal, regular phone calls were made to ensure learning was occurring at home.

Parents/ carers were encouraged at all times to modify learning tasks, if they found it a challenge to engage their children, particularly during the second lockdown. Parents were encouraged to incorporate life skills tasks such as cleaning, gardening, exercising into their routines and record the activities their child had undertaken.

The Welfare officer continued to maintain contact with families who were not submitting learning packs on a regular basis. More specifically, the school nurse, welfare officer and wellbeing officer continually supported families with ongoing trauma and medical issues with relevant supportive information.

To support student engagement as they transitioned back to onsite learning, teachers included 'brain breaks' in their planning and allowed students to snack more frequently. These strategies assisted to further develop students' stamina and resilience. The wellbeing team also met on a weekly basis and engaged the support of the Region's SSSO team and KESO to seek additional resources and assistance as required.

The average number of student absence days was 21.1 slightly above our 4 year average of 18.3. The increase of this average can be attributed to lack of engagement in remote learning and family anxieties in relation to transitioning to onsite learning.

Wellbeing

It was noted that the resilience and stamina of students returning to school after lockdown had been affected and at times this was also impacted by family trauma and those parents with an ID and consequently health and wellbeing supports were prioritised. The Wellbeing team and Leadership Teams regularly met to discuss feedback regarding student and staff wellbeing. A COVID procedures booklet was developed for the school community to facilitate the safety and wellbeing of all school community members. These procedures were updated on a regular basis, with the assistance of the school nurse.

Key Contact meetings involving the Regional SSSO team were held on a three week rotation to provide resources, support and professional learning for staff to assist disengaged students.

Financial performance and position

NDA refers to no data being available due to a low enrolment. The school's net operations ended in a surplus \$75,069 which carried into 2021 financial commitments. Salaries and allowances \$134,875 contributed to casual relief teachers and learning assistants, library technician and groundsman.

Equity funding was used to assist with resourcing essential learning items, wellbeing programs and learning assistant programs.

Professional Development for staff was reduced to \$5,318 due to lockdown and an inability to attend onsite Professional Learning. This expenditure was mainly used for casual relief teachers and program fees for teachers to attend curriculum and wellbeing professional learning via Webex meetings.

For more detailed information regarding our school please visit our website at

<https://www.aspsmoe.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.

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 153 students were enrolled at this school in 2020, 73 female and 80 male.

3 percent of students had English as an additional language and 7 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) which takes into account parents' occupations and education.

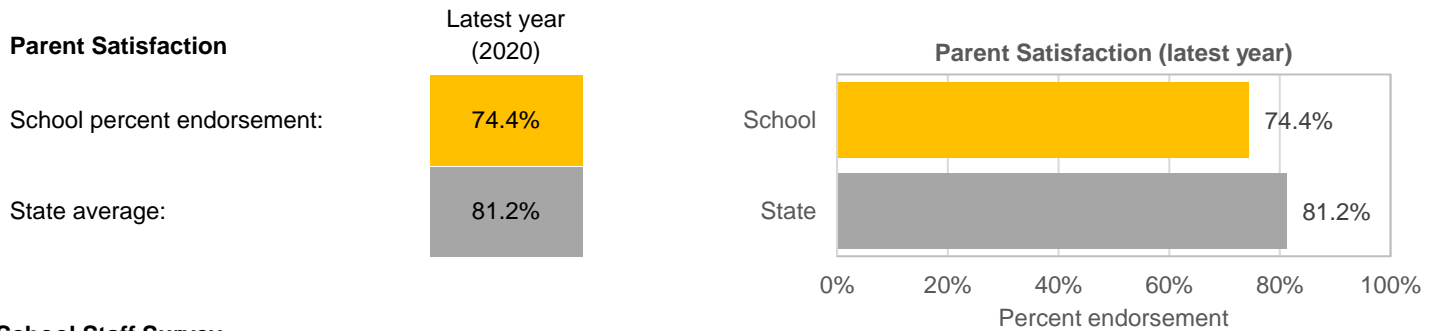
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

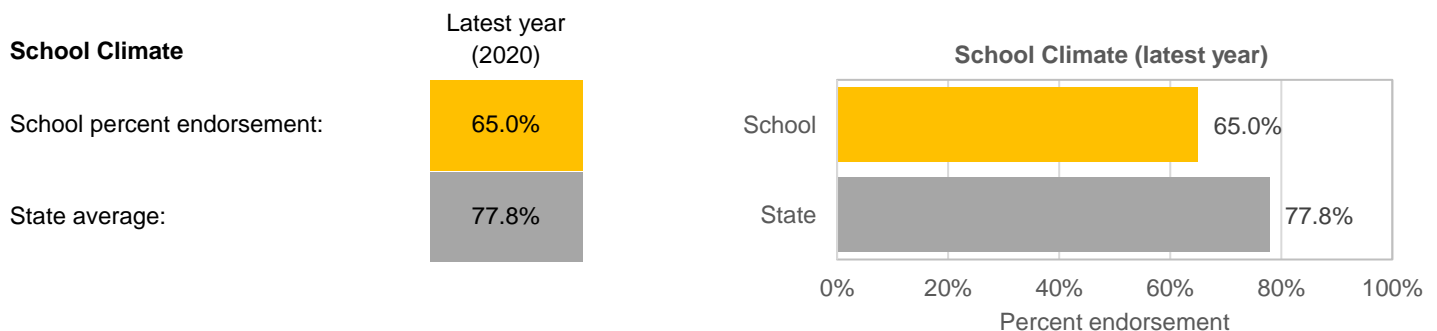


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

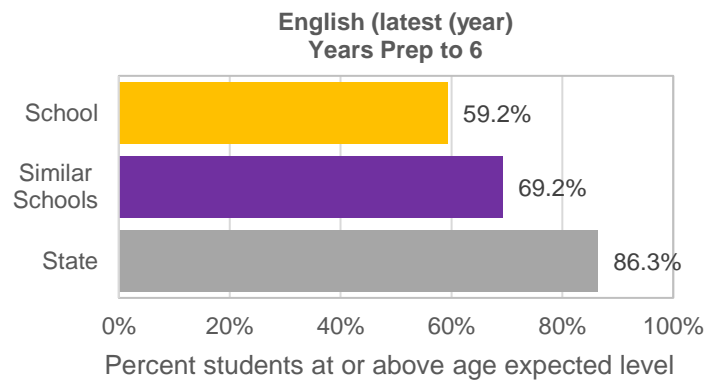
59.2%

Similar Schools average:

69.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

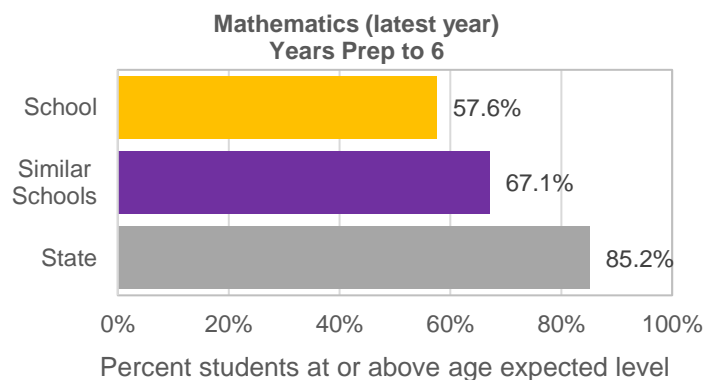
57.6%

Similar Schools average:

67.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

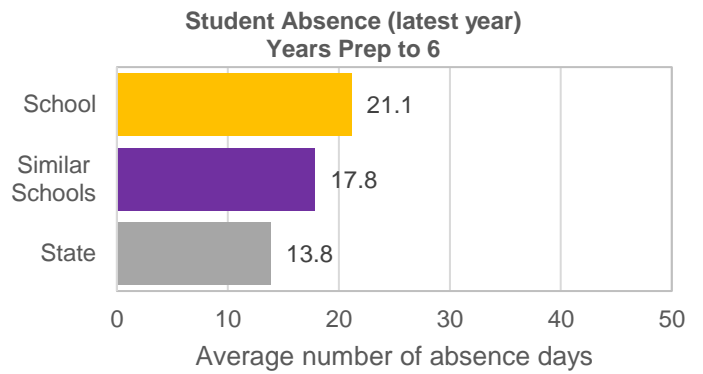
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	21.1	18.3
Similar Schools average:	17.8	18.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	88%	88%	90%	88%	94%	90%

WELLBEING

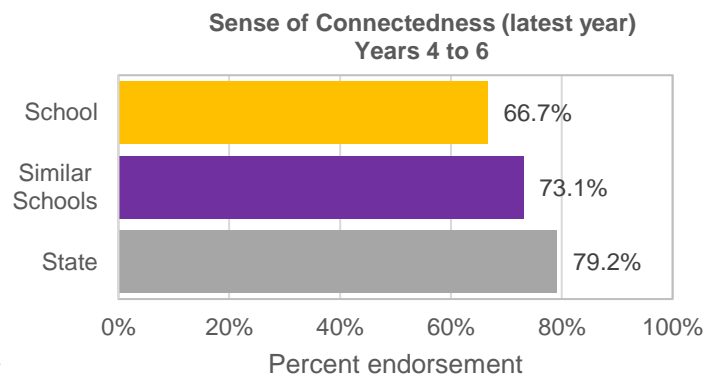
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	66.7%	73.7%
Similar Schools average:	73.1%	79.4%
State average:	79.2%	81.0%



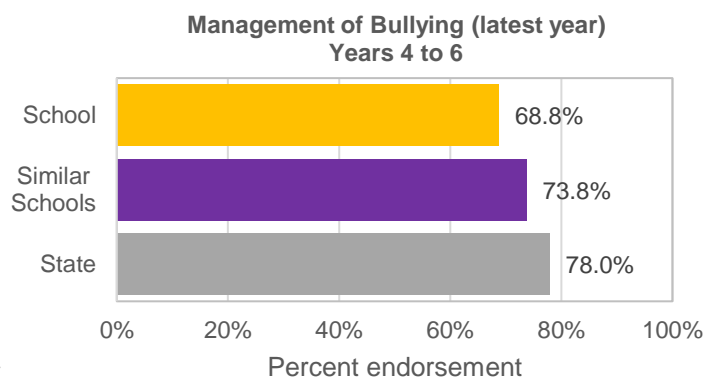
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	68.8%	73.8%
Similar Schools average:	73.8%	79.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,995,647
Government Provided DET Grants	\$457,336
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$10,047
Locally Raised Funds	\$38,269
Capital Grants	NDA
Total Operating Revenue	\$2,501,299

Equity ¹	Actual
Equity (Social Disadvantage)	\$413,850
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$413,850

Expenditure	Actual
Student Resource Package ²	\$2,045,263
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$4,337
Communication Costs	\$3,974
Consumables	\$34,282
Miscellaneous Expense ³	\$9,392
Professional Development	\$5,318
Equipment/Maintenance/Hire	\$33,981
Property Services	\$81,669
Salaries & Allowances ⁴	\$134,875
Support Services	\$25,106
Trading & Fundraising	\$21,562
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$27,021
Total Operating Expenditure	\$2,426,231
Net Operating Surplus/-Deficit	\$75,069
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$266,773
Official Account	\$28,157
Other Accounts	NDA
Total Funds Available	\$294,929

Financial Commitments	Actual
Operating Reserve	\$60,830
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$20,270
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$42,100
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$75,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$198,162

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.