

# 2020 Annual Report to The School Community



**School Name: Moe Primary School (4740)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 24 March 2021 at 01:40 PM by Ian Frost (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 28 April 2021 at 03:33 PM by Richard Cilia (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

#### SCHOOL CONTEXT

Most recently we have been moving through a rewarding process around re-defining our: Purpose, Mission and Values. These are all inter-linked and are the center point of our way of being.

Our School Mission: Our school and community promotes learning to inspire all members to achieve their personal best.

Our School Vision: Elizabeth Street Primary School empowers all students to embrace learning. Our commitment is to continue to develop and support resilient and curious lifelong learners who aim to achieve their personal and academic best.

Our School values are: Respect, Responsibility and Resilience.

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 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 are recognized as a school that strongly supports our Koorie students who make up 25% of our school population respectively.

Moe (Elizabeth Street) Primary School is situated in Moe, the Latrobe Valley, Gippsland. The school's transient student population was at 79.6 and is strongly supported by our teaching staff, education support staff, school chaplain and welfare officer. In 2020 the school had 1 Principal, 5.5 Teaching Staff and 6.0 Support Staff. Elizabeth Street Primary School currently comprises 4 classrooms divided into a Junior unit (Years P-3) and Senior (Years 4/5/6). One of our Education Support staff members who identifies as indigenous, is being supported to complete an Education Support accreditation. The teaching units utilize collaborative teaching and learning within their unit and across the F-6 range. This was strongly supported by a Professional Learning Community focus lead by a class teacher and also the school's Learning Specialist.

Elizabeth Street Primary School believes in the use of restorative practice to build a culture of positive behavioural choices. The use of a School Wide Positive Behaviour program throughout the school supports the staff to respond to behaviours in a planned and restorative manner. We had also begun investigating the implementation of Zones of Regulation to support the growth of emotional intelligence in our students. This is due for implementation during the 2021 school year.

Student Leadership is strongly embedded at Elizabeth Street Primary School. Throughout the year, all of the Year 5/6 students were mentored about leadership qualities through informal and formal opportunities, such as: school assemblies, Breakfast Club and Rotary award program

The school council plays a significant role in the governance of our school. Its membership comprises staff, parents and community members.

Our school is working towards improving the literacy outcomes for Foundation to Year Six students. It is anticipated the following foci contribute towards achieved literacy outcomes.

- 1 Extend all learners in Reading by meeting their academic needs reflected on the continuum
- 2 To develop a leadership structure which supports a safe and orderly learning environment enabling all staff to deliver programs with minimal interruption

The school is a bright and welcoming educational facility, that 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)

The 2020 school year proved to be challenging and rewarding with two (2) significant periods of Remote Learning, with children learning off site during these periods. The school staff adapted to a range of teaching scenarios through the use of the FISO model of:

1. Evaluate/Diagnose
2. Prioritize and set goals
3. Develop and Plan
4. Implement and monitor

With a strong culture of focused reflection, this approach was successful in a number of ways. Our 2020 staff survey results (Staff Survey Report - Remote/Flexible learning items) placed us regularly above both 'School type' and 'State' results around positive performance indicators. Some of the main features of the Remote Learning process was the use of ICT to engage children and families remotely. Supporting this was the use of various methods of communication, either by ICT or phone on a regular basis. Another aspect was the use of ICT to provide a platform and learning tasks for children at home. The staff excelled themselves in being able to adapt quickly to the platforms and processes that allowed for children and families to experience success. Another key aspect of this process was the development of 'team' mentalities during Remote Learning. Class level teams become much more effective in communication, lesson preparation and learning support during the remote period. Education support staff were utilized in a more academic capacity to support learning. The Remote Learning experience was a very positive one with school and home working very powerfully together in challenging circumstances.

Elizabeth Street Primary School delivered on our KIS to develop an Instructional Model for Reading based on current research on best practice. The instructional model will be scaffolded through the Professional Learning Communities process via the implementation of a school wide (Years F-6) planning template for the teaching of Reading.. However, some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by continuing to use a Readers Workshop model during both face to face and Remote Learning.

The second KIS for 2020 was to implement a synthetic phonics program(Sounds Write) with fidelity across Years F-3. Training was completed by all staff identified at the start of the school year in 2020, throughout the 2020 year. The Sounds Write program was implemented on a smaller scale by our Learning Specialist with the Year 1 cohort.

### Achievement

The 2020 school year proved to be challenging and rewarding with two (2) significant periods of Remote Learning, with children learning off site during these periods. The school staff adapted to a range of teaching scenarios during these periods. Some of the main features of the Remote Learning process was the use of ICT to engage children and families remotely. Supporting this was the use of various methods of communication, either by ICT or phone on a regular basis. Another aspect was the use of ICT to provide a platform and learning tasks for children at home. The staff excelled themselves in being able to adapt quickly to the platforms and processes that allowed for children and families to experience success.

Across the school, ClassDoJo was used a communication forum for staff to communicate with parent/s. The adoption of this platform allowed for access by our school community, given the types of use of ICT within our school community.

The Years 3-6 staff formed a cohesive team which used the Compass platform to provide a forum for lesson provision, assessment and feedback components of learning.

The Years F-2 staff also formed a cohesive team using Class DoJo and also Google slides to create Virtual Teacher platforms for children and families to access.

ICT was also used to conduct both formative and summative assessments of students.

Webex was the preferred communication platform for remote access.

All staff also conducted the school day beginning at 8:45am, with regular school sessions linked to specific times. This was to model on site school behavior.

Some students responded well to self-directed and project-based learning tasks during the remote learning period. In 2021, we plan to incorporate more ICT as a platform for assessment. During remote learning, staff were able to utilize online resources for content-delivery and assessment and consequently develop new ways for students to access learning opportunities.

### Engagement

To support student engagement during the transition back to onsite learning, our school will use a range of strategies (both intrinsic and extrinsic) around engagement and attendance.

We will continue with:

- weekly Lizzie Loot rewards from the Lizzie Loot shop
- weekly Respect, Responsibility and Resilience awards during whole school assemblies
- fortnightly extra play sessions for responsible yard and class behavior
- encourage whole class based reward systems relying on positive reinforcement and recognition

To continue our SWPBS approach, we will implement Zones of Regulation across the school in a structured, agreed approach from Term 2, 2021 onwards. This program is designed to increase each individual child's emotional intelligence around regulation and being in the best emotional space for learning.

Attendance monitoring will also take a different process in 2021. The impact of a small number of children and families on the overall school absence profile has been disproportionate in relation to the total school student population. The chronic nature of some individual absence data, despite:

- a) a more responsive approach in monitoring data and
  - b) closer adherence to the Inner Gippsland attendance strategy
- had little impact on a small number of targeted children and families.

### Wellbeing

Health and wellbeing supports such as were prioritized for staff, students and their families at Elizabeth Street Primary School. Please find below the range of strategies that were utilized during Remote Learning 1.0 and 2.0.

- a) Each class teacher was given a communication roster in the initial phase of Remote Learning 1.0. There was an expectation that each teaching staff member would communicate daily and then after a period of time, with agreement, adjust this level of contact.
- b) Webex was used to support clearly defined remote learning timetables.
- c) Teachers used either Compass or Google slides to create regular, known forums for learning.
- d) Open Webex sessions for learning were used to children to 'feel' as if they were still in an on site classroom.
- e) A process was established for the Wellbeing officer and school nurse to monitor any child or family that were identified as Tier 3, requiring additional support
- f) The school chaplain had a regular roster to contact every member of staff to monitor wellbeing.

Looking to the 2021 school year, we are aiming to continue to build links with families through ICT to reinforce the school narrative of: what your child has been achieving and what some next steps of learning are. We will aim to incorporate Webex meetings, even during a face to face teaching phase. This will give our parent population multiple forums to engage with in terms of connections with the school for the current student reporting cycle.

### Financial performance and position

Throughout the 2020 calendar year, the budgeting process was monitored regularly by School Council. There were no unexpected extraordinary revenue or expenditure items. The sources of funding received at ESPS has allowed us to staff each classroom with at least 1 Education Support staff member as well as a Wellbeing Officer/Chaplain and School Nurse through LaTrobe Community Health Service. In 2020 we have had regular classroom support programs through a skilled ES staff member as well as a term long intervention program for identified Koorie children through the Koorie Literacy and Numeracy strategy. The school maintained a \$20,000 credit surplus, which will aid the long term staffing profile, given possible changes after the 2020 school year.

**For more detailed information regarding our school please visit our website at**  
<http://www.elizabethstps.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 80 students were enrolled at this school in 2020, 40 female and 40 male.

6 percent of students had English as an additional language and 35 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.

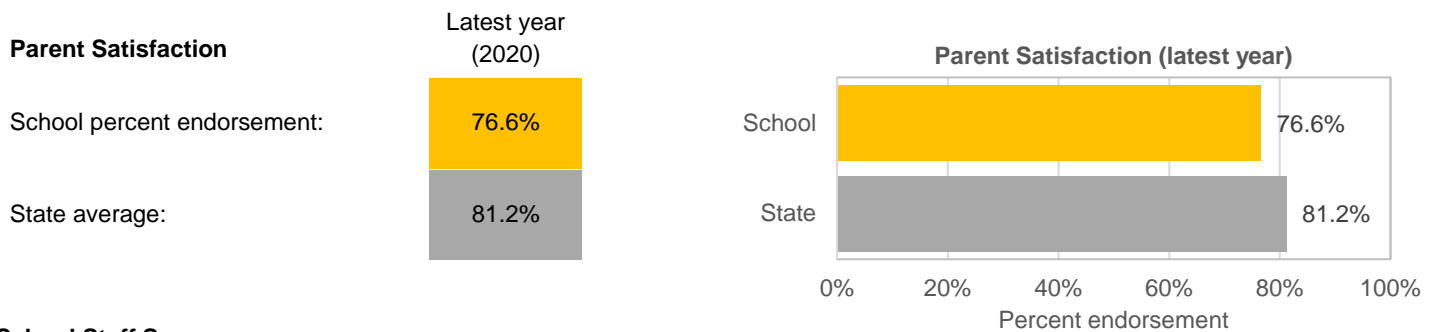
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

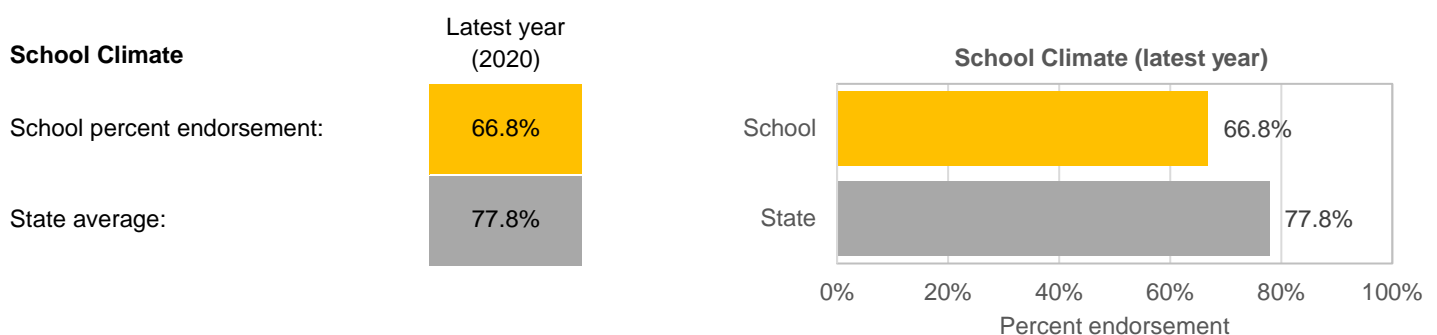


### School Staff Survey

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:

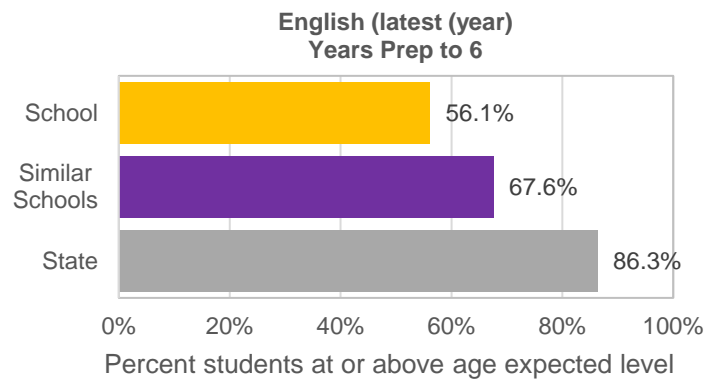
56.1%

Similar Schools average:

67.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

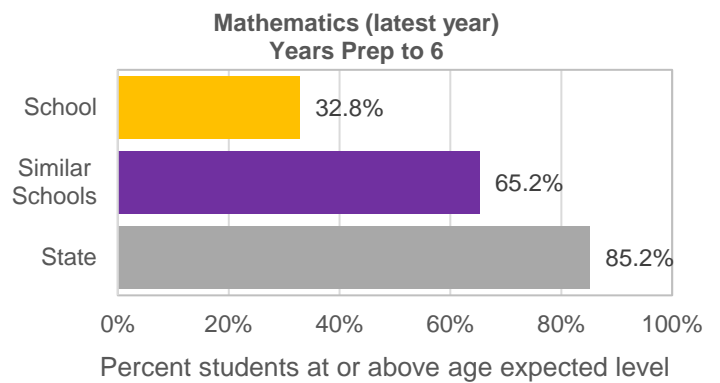
32.8%

Similar Schools average:

65.2%

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

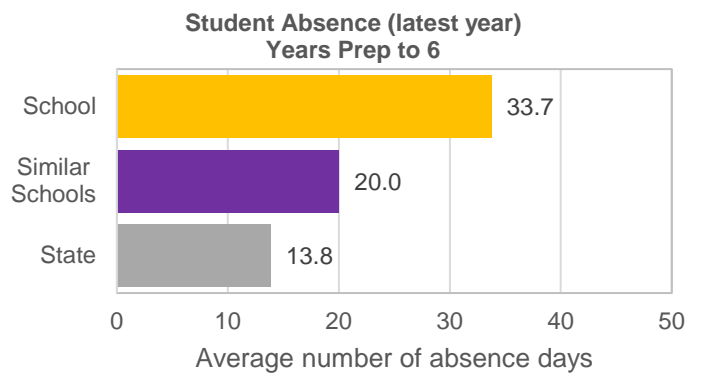
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	33.7	27.1
Similar Schools average:	20.0	19.5
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):	78%	85%	83%	89%	81%	89%	78%

## WELLBEING

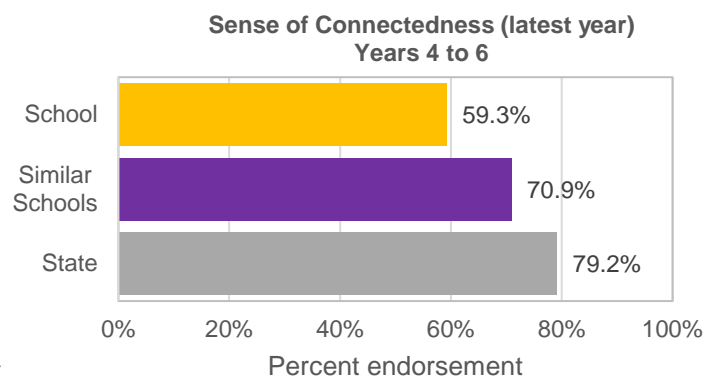
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	59.3%	73.2%
Similar Schools average:	70.9%	79.3%
State average:	79.2%	81.0%



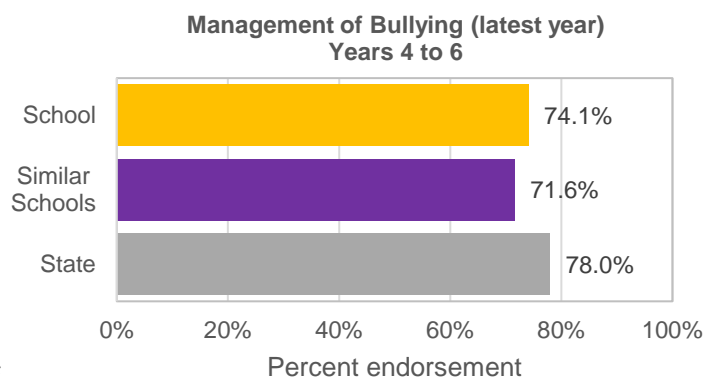
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	74.1%	75.7%
Similar Schools average:	71.6%	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	\$1,157,874
Government Provided DET Grants	\$400,941
Government Grants Commonwealth	\$7,200
Government Grants State	NDA
Revenue Other	\$8,802
Locally Raised Funds	\$10,572
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,585,390</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$364,915
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$364,915</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,149,836
Adjustments	NDA
Books & Publications	\$560
Camps/Excursions/Activities	\$7,848
Communication Costs	\$4,855
Consumables	\$36,441
Miscellaneous Expense <sup>3</sup>	\$12,265
Professional Development	\$13,803
Equipment/Maintenance/Hire	\$29,387
Property Services	\$61,277
Salaries & Allowances <sup>4</sup>	\$95,153
Support Services	\$68,501
Trading & Fundraising	\$6,349
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$20,516
<b>Total Operating Expenditure</b>	<b>\$1,506,793</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$78,596</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$405,403
Official Account	\$11,456
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$416,859</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$57,707
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$90,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$104,000
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$70,000
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$416,707</b>

*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.*