

2020 Annual Report to The School Community



School Name: Mossfiel Primary School (5002)



- 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 29 April 2021 at 09:16 AM by Paul Maisey (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 29 April 2021 at 11:36 AM by Catriona Macleod (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

Mossfiel Primary School is situated in the established area of Hoppers Crossing, 30 km west of Melbourne. The school has been proudly serving the local community since 1970.

Students are provided with a supportive learning environment guided by our school values: Think Excellent, Think Respect, Think Resilience and Think Community. The development of appropriate interpersonal and personal skills is also very important and we work effectively with our families to strengthen the children's social and emotional capabilities.

Our main aim in the early years is to establish foundation skills necessary for further learning. The development of literacy and numeracy skills is of prime importance. We expect that all children will establish, to the best of their ability, the skills essential for success.

As our school community entered an extended period of remote and flexible learning in 2020, teachers were able to adapt programs to reach the maximum number of students possible. Lessons were provided in hard copy (Initially), and via Google classrooms and Seesaw, these included instructional videos to support children with their learning and were key features of these classes. A strong focus on student well-being was paramount, and teachers made regular contact with their pupils and their families via online meetings, email and phone calls to maintain the connections with school and to provide support where a need was identified. As students returned to school in term four, teachers spent time reconnecting and assessing the impact of remote learning on student progress. This assessment was used to identify those having not made the expected progress during the time that school was not operating onsite. This information has formed the basis of the tutoring program at MPS, the initiative announced by the government at the end of 2020 for implementation across all Victorian Schools, to provide additional assistance to children who need additional learning support following the period of time the state was in lock down.

Our student enrolment has declined recently, with 364 children from Foundation to year 6. Over the last decade we have implemented research-based teaching strategies supported by Instructional Coaches to best meet the learning needs of our diverse student group. Our school population is highly mobile with students transferring in and out throughout the year.

The school has a declining enrolment with 384 (362 in 2021) children from Foundation to year 6, 176 female and 208 male. 118 of our students have a non-English speaking background and 8 students identified as Aboriginal or Torres Strait Islander. As a consequence of declining student numbers, several strategic staffing changes were made including the use of leading teachers and learning specialist in the classroom. In 2020 we had 55 staff consisting of 3 Principal Class, 5 Leading Teachers/Learning Specialists, 32 Teachers and 15 Education Support staff, this equated to 28.00 EFT equivalent full time Teaching and 9.00 EFT Education Support staff inclusive of one Business Manager and office staff. No staff identify as Aboriginal or Torres Strait Islander.

Full fee paying international students are welcomed into the school if they live within our designated neighbourhood area, and are offered the same educational program as other students. Last year our Out of School Hours Program was suspended and following a review in 2021 a privately operated Out of School Hours Program offers a before and after school care and a holiday program. The canteen, ran in term one 2020, however was closed due to flexible and remote learning and did not reopen, in 2021 the viability and need for reopening is being investigated.

Framework for Improving Student Outcomes (FISO)

In 2020, the school completed the four year cycle of SSP and was scheduled for review of its current school strategic plan (SSP) however this was delayed due to COVID and will be embarking on in 2021.

In 2020, Mossfiel Primary School AIP focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence and Setting Expectations and Promoting Inclusion. These included: FISO dimensions of Excellence in Teaching and Learning - Building Practice Excellence

- Leadership to be supported to build a culture of high expectations and lead a school of excellence
- o Have a deeper level of knowledge and competency in data literacy

- o Further refine PLC processes to enhance the use of data to inform practice
 - o Communicate high expectations for participating in PLCs to achieve high student outcomes
- In 2020, one of our identified actions, have a deeper level of knowledge and competency in data literacy were not conducted as planned as a consequence of remote learning, and the ability for leaders to communicate high expectations for participating in PLCs to achieve high student outcomes was limited. This work will need to continue in 2021.
- Improve student achievement outcomes at each level across the school in Literacy, Numeracy, and all other learning areas.
 - o Build teacher capacity through the use of the external numeracy and literacy consultants alongside school-based Instructional Leaders
 - o Utilise staff capacity to plan structured Numeracy and Literacy units of work using agreed teaching strategies.
 - o Use data to target students' point of learning needs and goals.

In 2020, one of our identified actions, 'building teacher capacity through the use, of external numeracy and literacy consultants alongside school-based Instructional Leaders' were not conducted as planned as a consequence of remote learning, and follow up around NAPLAN data was not possible due to these tests not being undertaken.

Beyond this, additional activities to drive these improvement strategies have included:

- PLC,s used limited data available through remote learning to target student's point of need. This work will be continued in 2021.

The focus for 2021 will be to embed the teaching and learning strategies and build on teacher understanding of data analysis.

FISO dimensions of Positive Climate for Learning - Setting Expectations and Promoting Inclusion

- Develop a whole school understanding of what student agency in learning looks like
- Identify opportunities to activate student agency in learning

In 2020, one of our identified actions, 'develop a whole school understanding of what student agency in learning looks like' was not conducted as planned as a consequence of remote learning, in addition, 'identify opportunities to activate student agency in learning' proved difficult.

Data from the Attitudes to School survey has shown significant decline in the area of student's voice and agency (74% 2019 to 53% 2020 positive) however the return to onsite learning and structure established for the SRC will assist our progress towards this goal.

Achievement

Student achievement in 2020 continued to be very close to 'Similar Schools' (schools similar to us when the socio-economic background of students, the number of non-English speaking students and the size and location of the schools are considered) when data from teacher judgments of student achievement around the teaching of English and Mathematics is considered. This saw a school average of 76.5% of students performing at or above age expected standards in English and 66.8% in Mathematics. While in English we are above similar school and mathematics just below similar schools, all results are below the state average, which sits at 86.3% for English and 85.2% for Mathematics.

A continual focus on student and whole of class data to improve individual teacher practice is assisting in the improvement agenda, and greater differentiation in the classroom will again be an ongoing focus. During the remote learning period, our children responded well to the opportunities provided to them via the use of Google Classrooms and Seesaw, and in 2021 the school will continue to explore this as a means to further personalise learning.

The students enrolled under the Program for Students with a Disability showed progress at a satisfactory level when tracked against their individual goals which have been set by the student support group and with some exceeding expectations. These students were all provided with opportunities for additional support - virtually- via our education support staff throughout the period of remote learning.

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

The average number of absence days for students at MPS was 30.9 days per student. This result is a increase of close to 9 days per student from 2019, when these days numbered an average of 21.5 per student over the last 4 years. This result is 10 days more than those from a similar demographic as ours, and well below the state average of 13.8 days per student. An SMS is also sent to families each day that a student is not at school, and the absence is unexplained as we continue to raise the profile of the need for students to be in attendance. Letters are also sent home to families seeking reasons for unexplained absences. During remote learning teachers made regular contact with all children, but specifically followed up with pupils following two days of no contact. Home visits were also made to families when contact remotely was not able to be established. These processes served us well in terms of keeping students engaged with school. A clear staged process for recording and reporting attendance rates, was established and communicated. This work has contained in 2021, as one of the schools priority AIP goals and supported with the introduction of a dedicated Curriculum Focus Group around attendance to identify, target and support students and families with low attendance.

Wellbeing

Student wellbeing continues to be a focus at Mossfiel Primary School, through the delivery of a Social and Emotional (SEL) program. We have been tracking steadily in the area of well-being over the course of the last two years, and this is reflected in our Attitudes to School Survey (AToSS) results, although the decline between 2019 and 2020 was minimal (76% 2019 to 73% 2020), but not unexpected given that children did the survey after an extended period of remote and flexible learning.

Strategies to enhance the support of student wellbeing at school have included the introduction of a Curriculum Focus Group, which will focus on the implementation of the Resilience, Rights and Respectful Relationships program, the SWPBS program and the school social worker provides ongoing support for students in terms of their wellbeing.

Our student body have given a positive endorsement to the 'management of issues related to bullying', with this figure sitting at 70%. and 'a not experiencing bullying' score of 88% (state average is 86%). Student Wellbeing is an ongoing focus and we have continued to employ a full-time social worker.

Throughout the period of remote and flexible learning, children from MPS were supported with their wellbeing through the provision of Health and Wellbeing supports, and connections, were prioritised for staff, students and their families at MPS throughout the period that our state was in lock down. These activities included, regular phone contact with all staff and virtual contact with each student. Welfare calls for any student identified through Google Meets needing additional support. Additional contact by ES staff for students on the PSD, Principal team and/or social worker where a need was identified. Staff were provided additional PL from the Respectful Relationships team to support own wellbeing, including reference to the Employee Assistance Program.

Financial performance and position

Mossfiel Primary School's Student Resource Package Expenditure figures that indicated the financial position of the school as at the 31st December, 2020. The surplus funds in our savings is to repay the Department of Education back our deficit currently of \$700,161.00 (\$507,038 in 2019 and \$193,123 in 2020) due to drop in enrolment numbers, this figure includes a deficit from 2019 and 2020 as no deficit was collected in 2020 due to the unusual circumstances created by the pandemic. This deficit is considered managed and changes to our staffing profile will see a reduced deficit in 2021. Additional surplus will be used to operate MPS in 2021 (as no cash grants will be received in 2021), any additional funds at the end of 2021 will be allocated to upgrade our building & ground facilities with upgrading student &

staff amenities Block A & B, school fence, basketball ring, goals posts, drink taps, steps and building access, air conditioning for the office and additional classrooms.

In 2020, we received credit/cash total in Equity funding of \$703,097.00 which we used to employ extra teachers and aides to provide more coaching in Literacy and Numeracy, the use of mentor text and to conduct Literacy, Numeracy and EAL Intervention groups at every year level. These funds were also used to provide Leadership Professional Learning in coaching, Professional Learning Community (PLC) development and data literacy. These initiatives were aimed to improve our student outcomes particularly in Literacy and Numeracy.

The School Strategic Plan, along with the 2020 Annual Implementation Plan, provided the framework for the distribution of school council funds to support programs and priorities.

For more detailed information regarding our school please visit our website at
<http://www.mossfieldps.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 384 students were enrolled at this school in 2020, 176 female and 208 male.

42 percent of students had English as an additional language and 2 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.

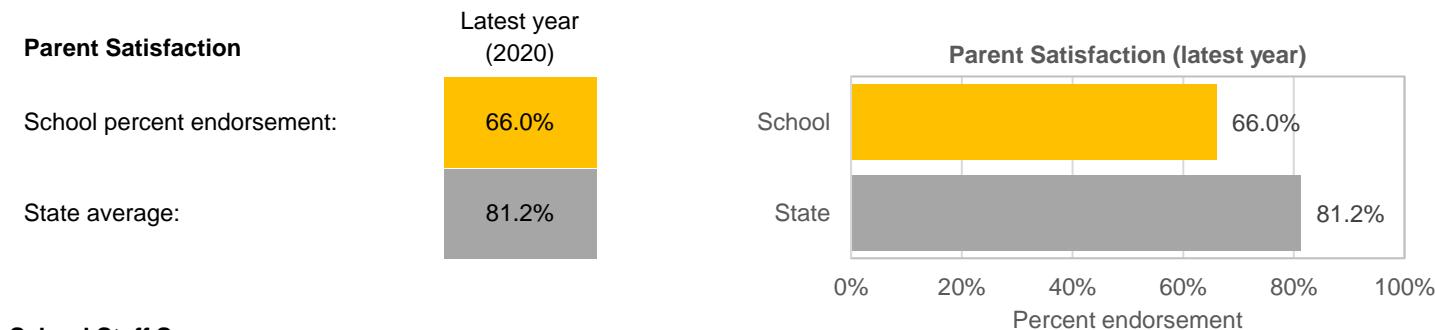
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

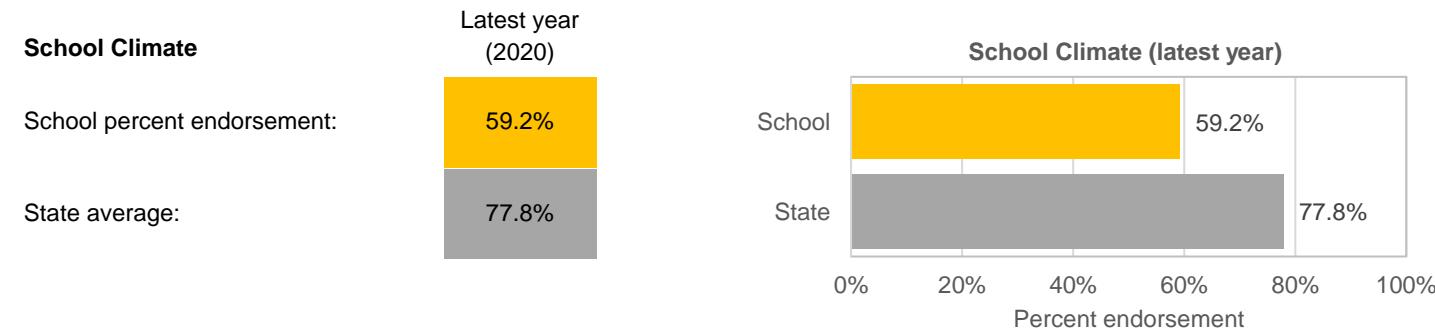


School Staff Survey

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

School percent of students at or above age expected standards:

Latest year
(2020)

76.5%

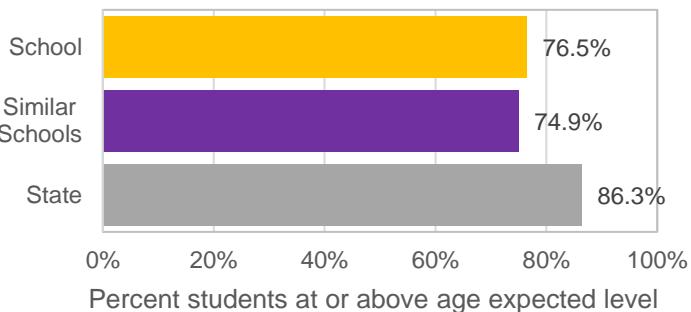
Similar Schools average:

74.9%

State average:

86.3%

English (latest (year)) Years Prep to 6



Mathematics Years Prep to 6

School percent of students at or above age expected standards:

Latest year
(2020)

66.8%

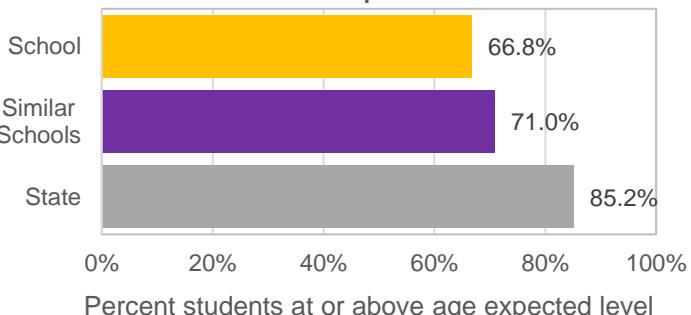
Similar Schools average:

71.0%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



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

School average number of absence days:

Latest year
(2020) 4-year
average

30.9 21.5

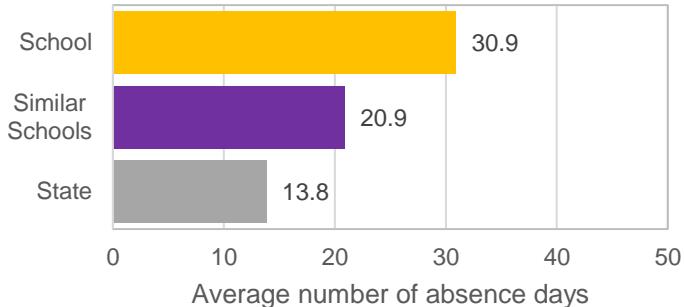
Similar Schools average:

20.9 19.3

State average:

13.8 15.3

Student Absence (latest year) Years Prep to 6



Attendance Rate (latest year)

Attendance Rate by year level
(2020):

Prep Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

83% 77% 85% 86% 86% 86% 86%

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:

72.6% 73.5%

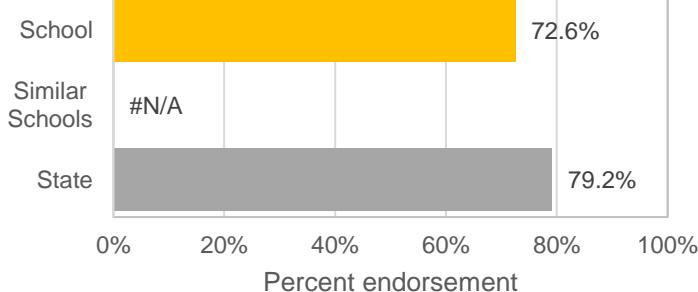
Similar Schools average:

NDP 83.1%

State average:

79.2% 81.0%

Sense of Connectedness (latest year) Years 4 to 6



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:

69.8% 72.1%

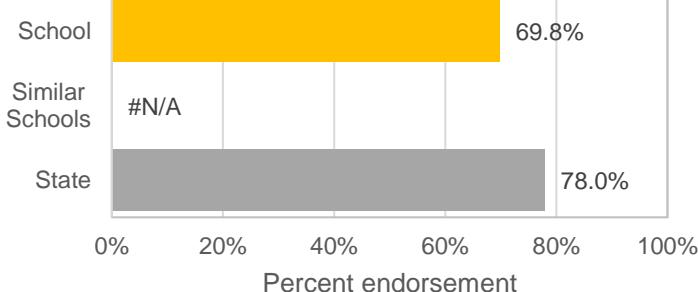
Similar Schools average:

NDP 82.1%

State average:

78.0% 80.4%

Management of Bullying (latest year) Years 4 to 6



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	\$3,677,894
Government Provided DET Grants	\$595,464
Government Grants Commonwealth	\$60,651
Government Grants State	NDA
Revenue Other	\$11,935
Locally Raised Funds	\$85,854
Capital Grants	NDA
Total Operating Revenue	\$4,431,799

Equity ¹	Actual
Equity (Social Disadvantage)	\$703,097
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$703,097

Expenditure	Actual
Student Resource Package ²	\$3,871,561
Adjustments	NDA
Books & Publications	\$10,380
Camps/Excursions/Activities	\$6,504
Communication Costs	\$6,684
Consumables	\$58,487
Miscellaneous Expense ³	\$5,115
Professional Development	\$5,715
Equipment/Maintenance/Hire	\$74,099
Property Services	\$64,752
Salaries & Allowances ⁴	\$198,093
Support Services	\$73,176
Trading & Fundraising	\$24,862
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$33,045
Total Operating Expenditure	\$4,432,472
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$10,995

- (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	\$1,488,149
Official Account	\$19,869
Other Accounts	NDA
Total Funds Available	\$1,508,018

Financial Commitments	Actual
Operating Reserve	\$85,111
Other Recurrent Expenditure	\$2,274
Provision Accounts	\$40,000
Funds Received in Advance	\$79,189
School Based Programs	\$30,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$400,000
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$120,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$150,000
Total Financial Commitments	\$926,574

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.