

2021 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 2021 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 23 May 2022 at 01:02 PM by Paul Maisey (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 24 May 2022 at 02:33 PM by Emma Simpson (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 continued the extended period of remote and flexible learning in 2021, teachers were able to adapt programs to reach the maximum number of students possible. Lessons were provided 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 high degree of social disadvantage with an SFO of 0.6789 and SFOE Index 0.5674, and a declining enrolment with 364 (356 in 2022) children from Foundation to year 6, 169 female and 195 male. 41% (149) of our students have a non-English speaking background and 2% (7) 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 2021 we had 55 staff consisting of 2 Principal Class, 5 Leading Teachers/Learning Specialists, 31 Teachers, 2 Tutors and 14 Education Support staff, this equated to 25.4 EFT equivalent full time Teaching and 8.2 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 neighborhood area, and are offered the same educational program as other students. Last year our Out of School Hours Program was run by Big Childcare who were engaged following a review in 2020. The canteen, was closed due to flexible and remote learning and reopened Thursdays and Fridays once students returned onsite, in 2022 the viability will be assessed.

Framework for Improving Student Outcomes (FISO)

In 2021, Mossfiel Primary School AIP focused on the implementation of Key Improvement Strategies related to the DET Priority Goals implemented to support students return from remote and flexible learning as well as the impacts of COVID19 on our school community.

FISO Curriculum planning and assessment

KIS 1.a Learning Catch Up and Extension Priority - Partially Met - The following activities were undertaken to support

this goal:

- o Establish resourcing for individual and tailored support programs aligned with student intervention needs. - Creation of Intervention Program referral process - Aligning the Tutoring Initiative - High Abilities Learning Program (HALP)
- o Maintain data trackers, to track student progress across the year, ensuring students at risk are identified and supported through targeted interventions.
- o Communicate high expectations for participating in PLCs to achieve high student outcomes

FISO Health and wellbeing

KIS 1.b Happy, active and healthy kids priority - Partially Completed - The following activities were undertaken to support this goal:

- o Documentation and communication of attendance policies or programs
- o Communicate established approach to address student absence
- o Utilize Social Worker to support the health and wellbeing program

FISO Building communities

KIS 1.c Connected schools priority- Completed - The following activities were undertaken to support this goal:

- o Consult with all stakeholders to prepare PRSE and participate in school review process
- o Plan for consultation with all stakeholders to participate in school review processes
- o Conduct and prepare PRSE

In 2021, the school completed the four year cycle of SSP and review process.

The review process highlighted success in our social and emotional learning program, consistency of the writing program and improved communication with our school community. It also highlighted a need to revisit and embed our PLC structure as well as our instructional model, all with the overarching lens of student need, voice and agency.

Achievement

Student achievement in 2021 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 judgements of student achievement around the teaching of English and Mathematics is considered. This saw a school average of 69.8% of students performing at or above age expected standards in English similar schools results being 74.7% and 60.7% in Mathematics similar schools results being 70.8%. Source: SWVR data coach via data cube. All results are below the state average, which sits at 86.2% for English and 84.9% for Mathematics.

A continual focus on PLC model with 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 2022 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 Percentage of students in the top three bands of testing in NAPLAN compared to '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, these results highlighted the following:

- o Reading for year 3 and 5 were slightly below similar schools and well below state and will be an area for future work.
- o Numeracy for year 3 was above similar schools and and year 5 equal to similar schools, both are below state average and will continue to be an area of future work.

NAPLAN learning gain (Growth) 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), these results highlighted the following:

- o Reading, 68% of students achieved medium or high growth, the school will focus on lifting the number of students achieving high growth (7%) while supporting those achieving low growth.
- o Numeracy, 72% of students achieved medium or high growth, the school will focus on lifting the number of students achieving high growth (15%) while supporting those achieving low growth.
- o Writing, 65% of students achieved medium or high growth, the school will focus on supporting the 45% achieving low growth.
- o Spelling, 87% of students achieved medium or high growth, the school will be challenged to continue this growth.
- o Grammar and Punctuation, 77% of students achieved medium or high growth, the school will focus on lifting the number of students achieving high growth (20%) while supporting those achieving low growth (24%).

Engagement

The average number of absence days for students at MPS was 27.3 days per student. This result is a increase of close to 3 days per student from 2020, when these days numbered an average of 30.9 per student, this is an increase over the last 4 years with the average 23.8 days per student. This result is approximately 7 days more than those from a similar demographic as ours, and well above the state average of 14.7 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 2022, as one of the schools SSP 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. Please note the school feels, absence and attendance data in 2020 and 2021 has been negatively influenced by COVID-19.

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), 2021 with the school had a positive change with school percentage endorsement, 8% above state average of 88.3%.

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 78.3%. 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.

Finance 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, 2021. The surplus funds in our savings is to repay the Department of Education back our deficit 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 (Including retirements) has seen a surplus in our staffing budget in 2021. Additional cash surplus will be used to operate MPS in 2022. 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, sand pit and building access, air conditioning for the office and additional classrooms.

In 2021, we received credit/cash total in Equity funding of \$665,678 which we used to employ extra teachers and aides to provide more coaching in Literacy and Numeracy, the use of mentor text. 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 2022 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.mossfielps.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 364 students were enrolled at this school in 2021, 169 female and 195 male.

41 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).

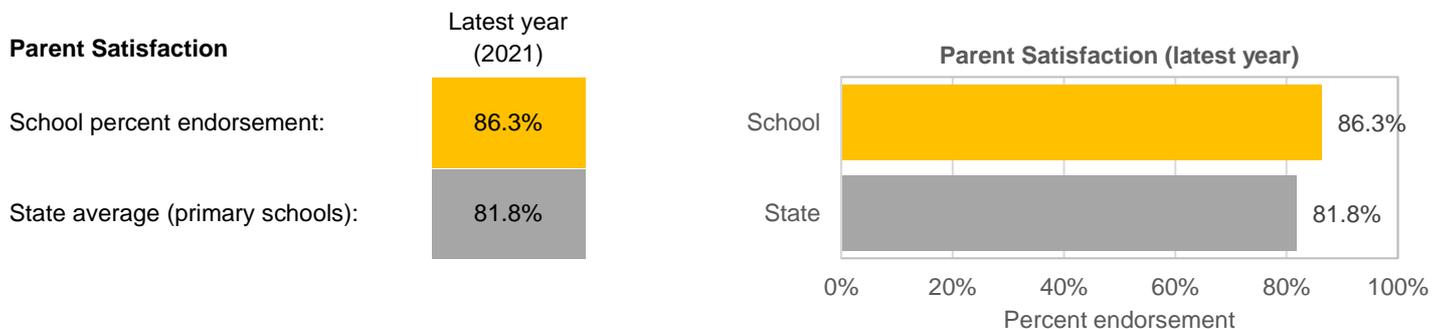
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

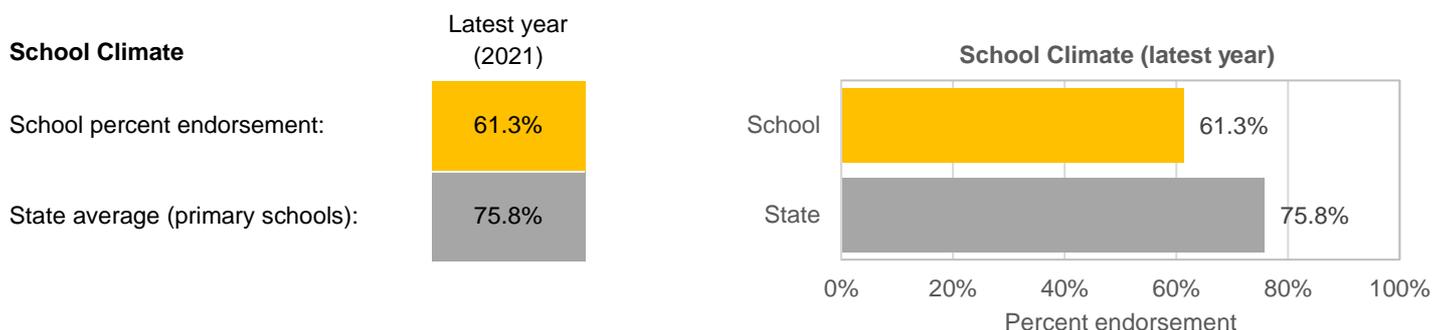


School Staff Survey

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

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

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



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
(2021)

School percent of students at or above age expected standards:

NDA

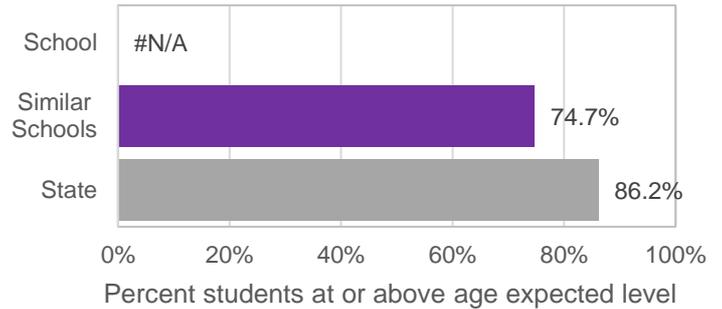
Similar Schools average:

74.7%

State average:

86.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

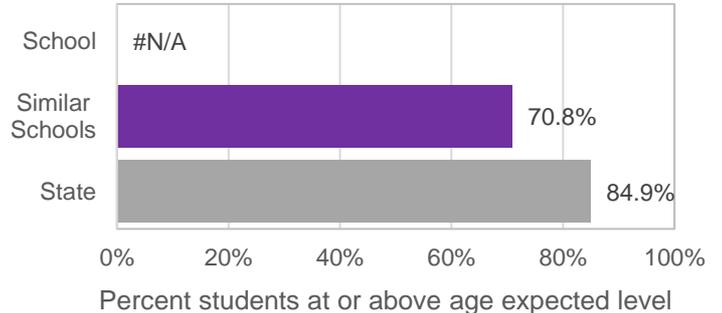
Similar Schools average:

70.8%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



ACHIEVEMENT (continued)

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

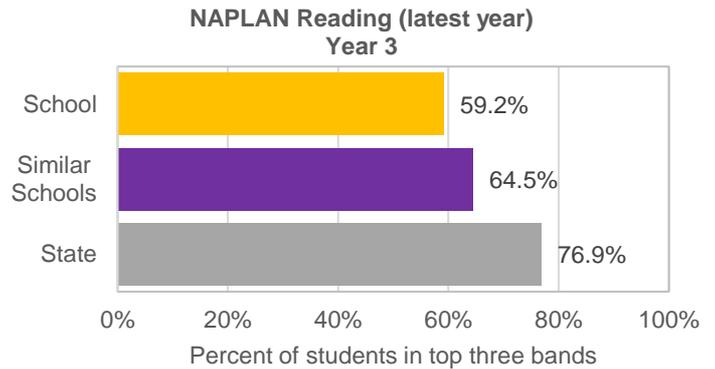
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

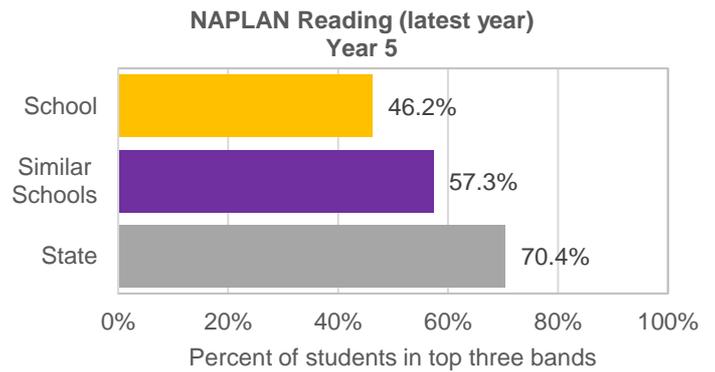
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.2%	67.3%
Similar Schools average:	64.5%	64.6%
State average:	76.9%	76.5%



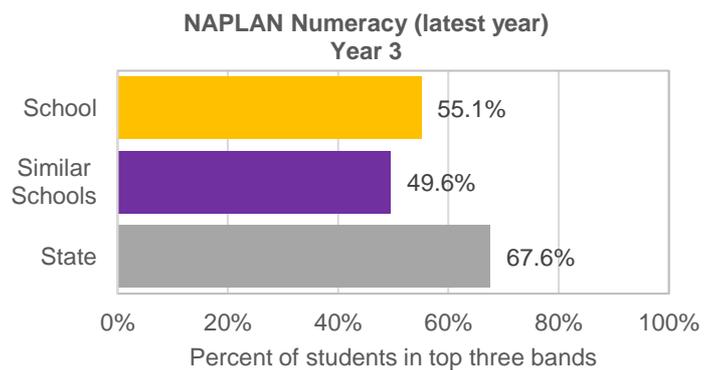
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.2%	43.1%
Similar Schools average:	57.3%	53.6%
State average:	70.4%	67.7%



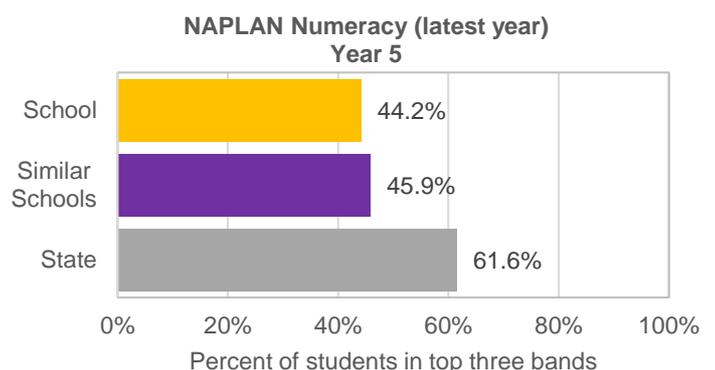
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.1%	52.6%
Similar Schools average:	49.6%	52.7%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.2%	40.2%
Similar Schools average:	45.9%	44.3%
State average:	61.6%	60.0%



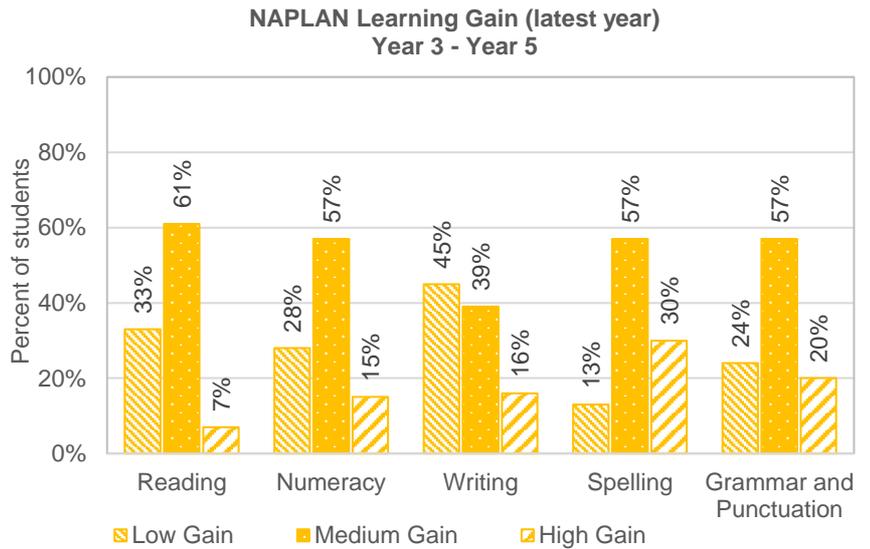
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	61%	7%	19%
Numeracy:	28%	57%	15%	21%
Writing:	45%	39%	16%	22%
Spelling:	13%	57%	30%	27%
Grammar and Punctuation:	24%	57%	20%	22%



ENGAGEMENT

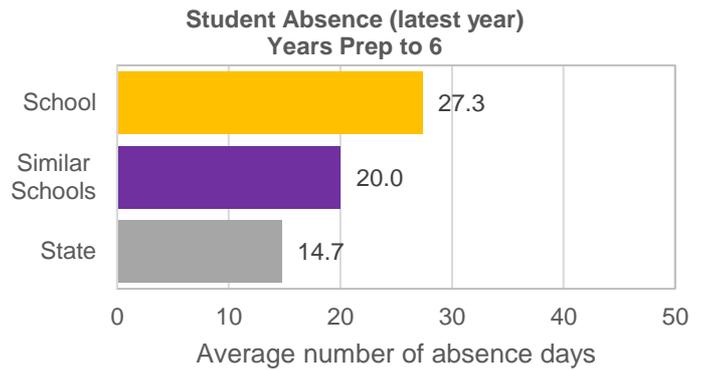
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	27.3	23.8
Similar Schools average:	20.0	19.5
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	85%	88%	80%	89%	89%	86%	87%

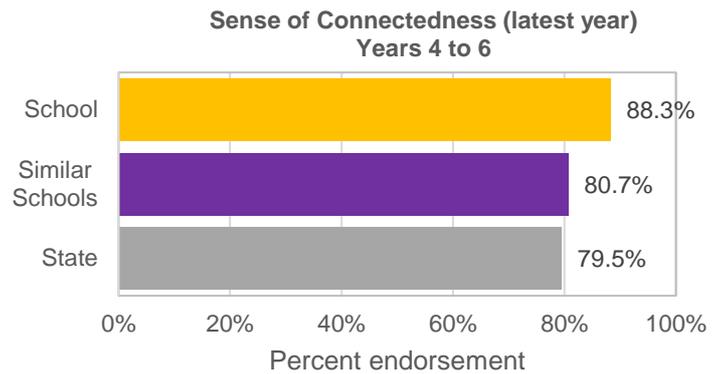
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	88.3%	76.9%
Similar Schools average:	80.7%	82.5%
State average:	79.5%	80.4%

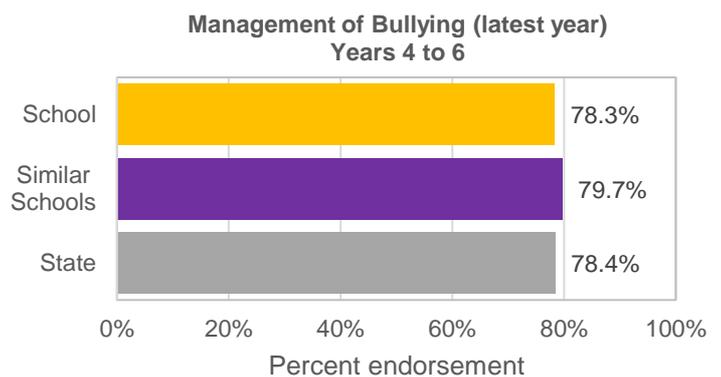


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.3%	73.6%
Similar Schools average:	79.7%	81.6%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$3,776,131
Government Provided DET Grants	\$185,819
Government Grants Commonwealth	\$2,015
Government Grants State	\$0
Revenue Other	\$6,465
Locally Raised Funds	\$159,234
Capital Grants	\$0
Total Operating Revenue	\$4,129,663

Equity ¹	Actual
Equity (Social Disadvantage)	\$665,678
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$665,678

Expenditure	Actual
Student Resource Package ²	\$3,732,156
Adjustments	\$0
Books & Publications	\$8,133
Camps/Excursions/Activities	\$27,350
Communication Costs	\$4,930
Consumables	\$57,511
Miscellaneous Expense ³	\$53,105
Professional Development	\$6,728
Equipment/Maintenance/Hire	\$104,253
Property Services	\$71,921
Salaries & Allowances ⁴	\$116,906
Support Services	\$70,573
Trading & Fundraising	\$22,493
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,291
Total Operating Expenditure	\$4,306,349
Net Operating Surplus/-Deficit	(\$176,685)
Asset Acquisitions	\$0

(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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,168,848
Official Account	\$64,927
Other Accounts	\$0
Total Funds Available	\$1,233,776

Financial Commitments	Actual
Operating Reserve	\$86,020
Other Recurrent Expenditure	\$5,780
Provision Accounts	\$40,000
Funds Received in Advance	\$39,122
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$100,000
Total Financial Commitments	\$440,922

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.