

# 2022 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](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 of the previous calendar year 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 19 March 2023 at 09:51 PM by Paul Maisey (Principal)

- This 2022 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 28 March 2023 at 03:13 PM by Mistie Foley (School Council President)

## How to read the Annual Report

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### 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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.

'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 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

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## School context

Mossfiel PS is in the established area of Hoppers Crossing, 30 km west of Melbourne, surrounded by a rapidly growing residential development which is a designated growth area for Melbourne. The school has been proudly serving the local community since 1970. We have a diverse school population with many social and cultural groups working and learning together.

### Vision

At Mossfiel Primary School we foster attitudes, values and understandings to enable students to attain their full potential as individuals and as members of society.

### Values

We are a resilient, respectful, community of learners.

**Lived through:** Think Excellence, Think Respect, Think Resilience and Think Community

As our school vision statement focuses on enabling students to attain their full potential as individuals and as members of society, we have some key work to do to progress our results in some areas. These were identified as a part of the School Review process, and moves us toward providing the same results for all students, regardless of ability or background, and is inclusive of the following priorities:

- To maximise the achievement and learning growth of all students in Literacy and Numeracy.... with a focus on high growth, not solely looking at outcome
- To maximise students' engagement and wellbeing

Over the 4 years of the Schools Strategic Plan (SSP) it is our intent to:

- Develop an inquiry based PLC approach that will ensure we use data to target our teaching at each students point of need, helping them to achieved their learning potential.
- Embed an evidenced based instructional model that will ensure high impact teaching and guaranteed and viable curriculum, for every class and every child.
- Develop, document and implement a whole school curriculum plan that ensures a sequential learning journey for students from Foundation to Year 6
- Continue to provide opportunity for student voice through students leadership programs and begin to activate this voice in learning.
- Improve outcomes in student wellbeing, largely driven by the reintroduction of the School Wide Positive Behaviour Strategy and continued work around social and emotional learning (SEL).
- Prioritise time to build the capacity of the School Improvement Team (SIT) and increase its impact on whole school improvement.

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. Our teachers work in Professional Learning Communities following the DET PLC inquiry approach and are supported by our School Improvement Team (SIT).

The school has a high degree of social disadvantage with an SFO of 0.6894, SFOE Index 0.5836, and a steady enrolment with 371 (366 in 2023) children from Foundation to year 6 in 2022, 174 female and 197 male. 111 of our students have a non-English speaking background and 9 students identified as Aboriginal or Torres Strait Islander, 11 students were funded under the Program for Students with a Disability.

In 2022 we had 52 staff consisting of 2 Principal Class, 5 Leading Teachers/Learning Specialists, 29 Teachers, 2 Tutors and 14 Education Support staff, this equated to 35.5 EFT (equivalent full time) Teaching and 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. Our school has an Out of School Hours Program run by Big Childcare who were engaged following a review in 2020. The school has a canteen which runs Thursdays and Fridays.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, 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 - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy** – DET priority - Partially Met -

The following activities were undertaken to support this goal:

- 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)
- Maintain data trackers, to track student progress across the year, ensuring students at risk are identified and supported through targeted interventions.
- Communicate high expectations for participating in PLCs to achieve high student outcomes

FISO Health and wellbeing KIS 1.b - **Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable** – DET priority - Completed - The following activities were undertaken to support this goal:

- Review and strength process for monitoring and improving attendance. Include social worker in the support process.
- Employment of a dedicated attendance office
- Creating a process that is monitored for identifying and following up those considered at risk of disengagement
- Creation of a teacher focus group around attendance

The school also focussed on **Goal 2: To maximise the achievement and learning growth of all students in Literacy and Numeracy**

**KIS 2.b** - Develop, document and implement a whole school curriculum plan that ensures a sequential learning journey for students from Foundation to Year 6 – Partially met - The following activities were undertaken to support this goal:

- Engage DSSI Leadership Partners to support the implementation of a highly effective School Improvement Team.
- Implementation of a highly effective inquiry based PLC leadership program
- Implementation of a highly effective school wide inquiry based PLC process
- Engage DSSI Leadership Partners to support the SIT to audit and develop an action plan to create, shared understanding of curriculum plans

**KIS 2.c** - Develop, document and implement a whole school curriculum plan that ensures a sequential learning journey for students from Foundation to Year 6 – Partially met - The following activities were undertaken to support this goal:

- Engage DSSI Leadership Partners to support the SIT in the implementation of a highly effective Instructional Framework
- Audit current instructional framework
- Create agreed model through a staff consultative process based on research
- Deep diving into instructional model through SIT and staff PL plan to embed a high quality instructional framework

Student outcomes in 2022 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 74.9% of students performing at or above age expected standards in English similar schools results being 75.9% and 61.7% in Mathematics similar schools results being 72.9%. All results are below the state average, which sits at 87.0% for English and 85.9% 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.

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.

When we consider our results in NAPLAN the percentage of students in the top three bands of testing compared to 'Similar Schools' (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:

- Reading for year 3 (56.1%) and 5 (49.0%) were slightly below similar schools and well below state and will be an area for future work.
- Numeracy for year 3 (43.4%) was slightly below similar schools and year 5 (41.7) above similar schools, both are below state average and will continue to be an area of future work.

## 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 there was a decline between 2021 and 2022 the school had a overall positive result with school percentage endorsement of 78.9%, better than the state average of 78.1%. 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 74.7%. Student Wellbeing is an ongoing focus and we have continued to employ a full-time social worker and the creation of a Disability Inclusion team to transition our school from the Program for Students with a Disability (PSD) to the new Disability Inclusion (DI) model.

## Engagement

The average number of absence days for students at MPS was 27.7 days per student. This result is a increase of close to 1/2 a day per student from 2021, where these days numbered an average of 27.3 per student. There is an increase over the last 4 years with the average 26.5 days per student. This result is approximately 1 day more than those from a similar demographic as ours, and well above the state average of 23.3 days per student.

Strategies to improve attendance include:

A SMS is 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. Since the employment of a dedicated attendance officer, our average unexplained absences per child has dropped from 22.0 to 2.7, a great achievement. Follow up phone calls and letters are also sent home to families seeking reasons for unexplained absences. 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 2023, as one of the schools SSP goals and supported with the continued work 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, 2021 and 2022 has been negatively influenced by COVID-19.

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## Financial performance

Mossfiel Primary School's receives the majority of its funding through the Department of Education and Training (DET) Student Resource Package, with the remaining money coming from locally raised finds and grants.

The school has finished 2022 in a strong financial position and can be attributed to the current staffing profile which has the school in a slight staffing credit surplus and surplus cash position carried forward from 2021 and finalisation of deficit repaid to DET. Additional cash surplus will be used to operate MPS in 2023. Additional funds at the end of 2022 will be allocated to upgrade our building & ground facilities, upgrading student & staff amenities Block A & B, school fence, drink taps, steps, playgrounds, building access, air conditioning for the office and additional classrooms in Block D.

In 2022, we received credit/cash total in Equity funding of \$686,550 which we used to employ extra teachers and aides to provide more coaching in Literacy and Numeracy and the art of teaching. 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.

The school received \$45,000 of federal funding to upgrade our junior playground (completed), \$25,000 to shade an outdoor classroom (completed) and approval for a toilet upgrade to block A toilets of \$495,000 (planning stages).

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 2.0 (FISO 2.0).

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 357 students were enrolled at this school in 2022, 173 female and 184 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).

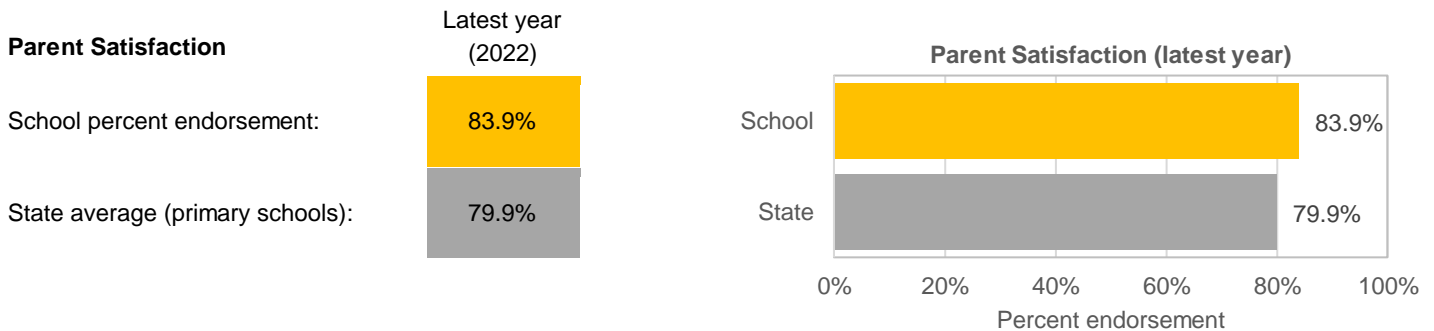
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

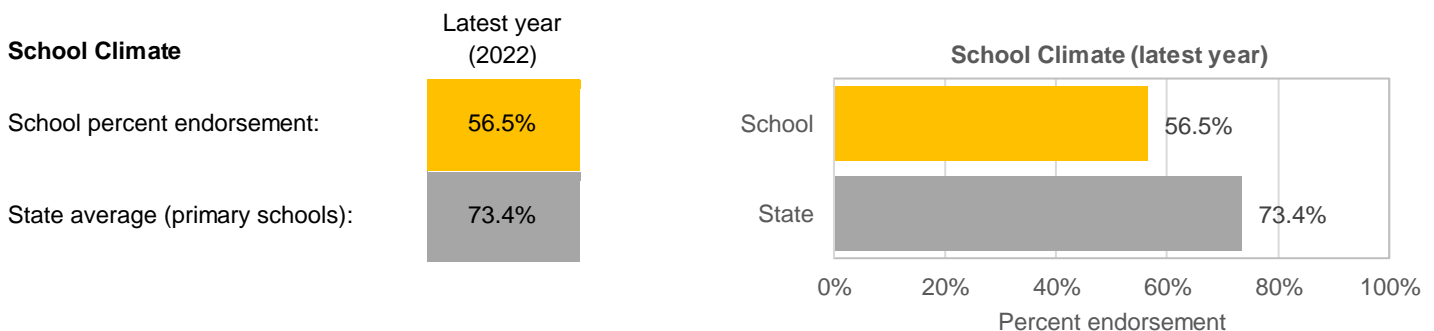


### School Staff Survey

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.





## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

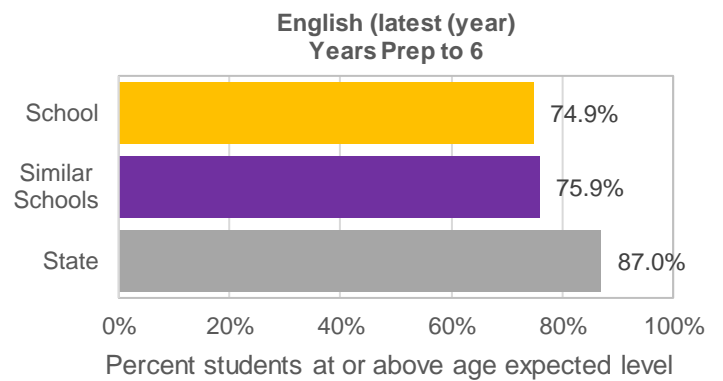
74.9%

Similar Schools average:

75.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

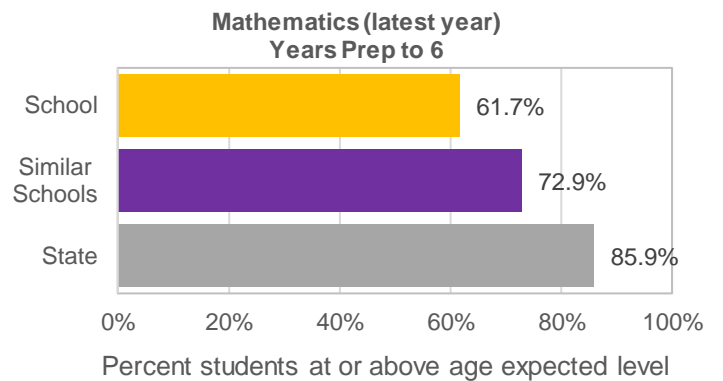
61.7%

Similar Schools average:

72.9%

State average:

85.9%



## LEARNING (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.

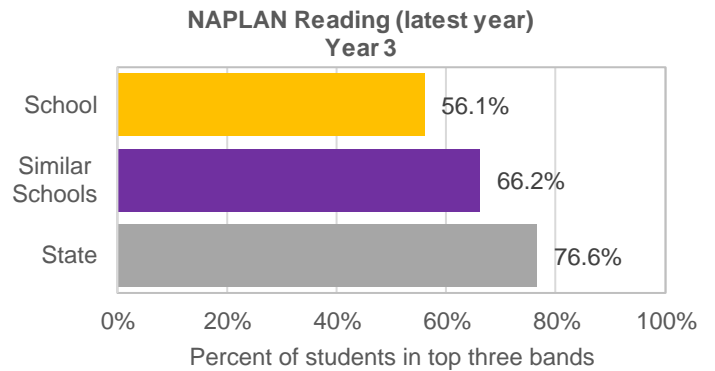
### NAPLAN

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 2019, 2021 and 2022 data.

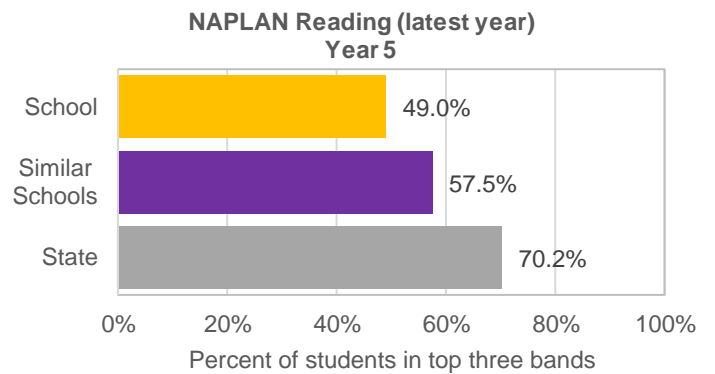
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.1%	63.8%
Similar Schools average:	66.2%	66.1%
State average:	76.6%	76.6%



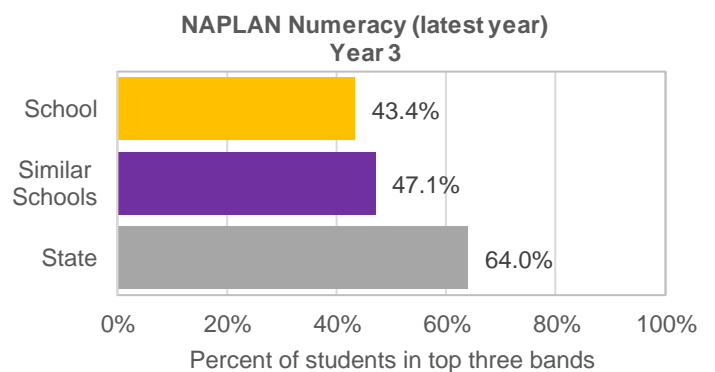
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.0%	49.1%
Similar Schools average:	57.5%	56.1%
State average:	70.2%	69.5%



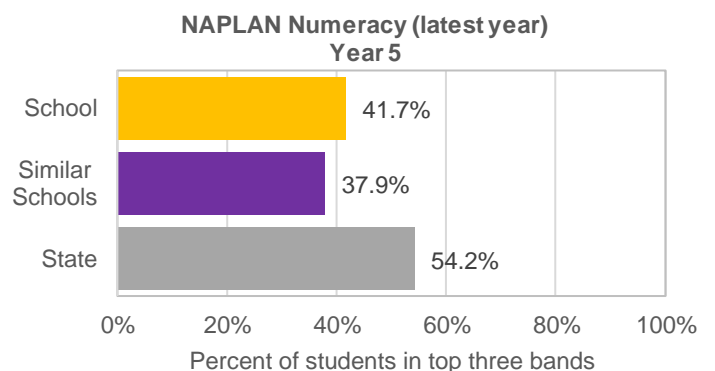
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.4%	50.0%
Similar Schools average:	47.1%	51.1%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.7%	42.0%
Similar Schools average:	37.9%	42.7%
State average:	54.2%	58.8%



## WELLBEING

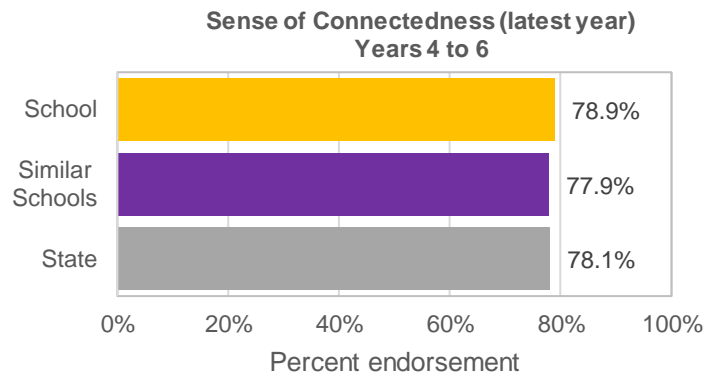
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	78.9%	78.9%
Similar Schools average:	77.9%	80.3%
State average:	78.1%	79.5%

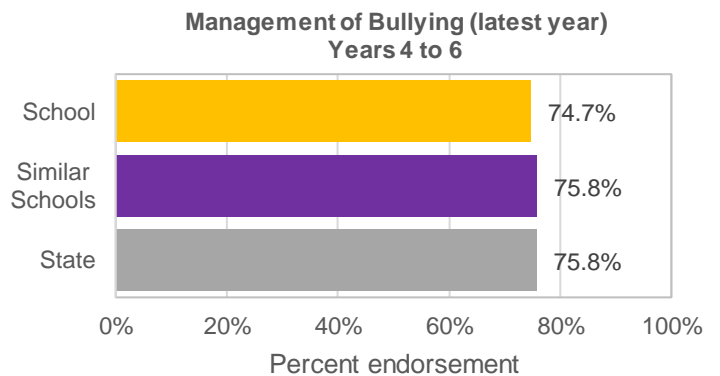


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	74.7%	74.8%
Similar Schools average:	75.8%	78.9%
State average:	75.8%	78.3%



## ENGAGEMENT

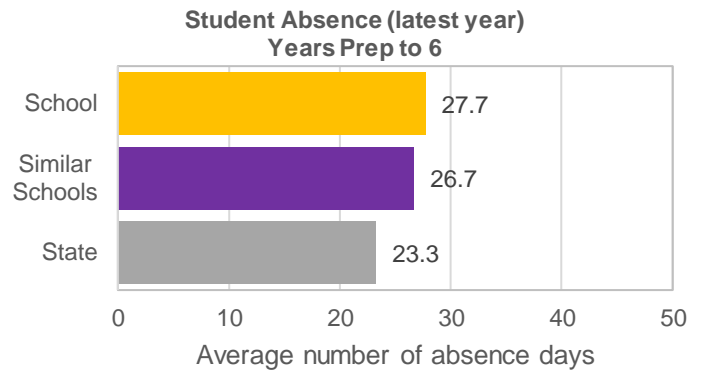
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.7	26.5
Similar Schools average:	26.7	21.2
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	87%	85%	88%	82%	89%	87%	86%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,892,711
Government Provided DET Grants	\$705,882
Government Grants Commonwealth	\$160
Government Grants State	\$413
Revenue Other	\$21,564
Locally Raised Funds	\$141,204
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$4,781,935</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$686,550
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$686,550</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,814,340
Adjustments	\$0
Books & Publications	\$23,539
Camps/Excursions/Activities	\$74,636
Communication Costs	\$6,440
Consumables	\$65,971
Miscellaneous Expense <sup>3</sup>	\$3,272
Professional Development	\$5,698
Equipment/Maintenance/Hire	\$78,080
Property Services	\$90,516
Salaries & Allowances <sup>4</sup>	\$78,619
Support Services	\$61,011
Trading & Fundraising	\$43,307
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$40,718
<b>Total Operating Expenditure</b>	<b>\$4,386,149</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$375,786</b>
<b>Asset Acquisitions</b>	<b>\$186,229</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,354,743
Official Account	\$39,753
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,394,496</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$84,324
Other Recurrent Expenditure	\$6,804
Provision Accounts	\$40,000
Funds Received in Advance	\$18,563
School Based Programs	\$30,000
Beneficiary/Memorial Accounts	\$1,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$30,000
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$350,000
<b>Total Financial Commitments</b>	<b>\$810,691</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.*