2019 Annual Report to The School Community

School Name: Mossgiel Park Primary School (5205)

- 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 2019 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 05 March 2020 at 10:48 AM by Lynn Ordish (Principal)

The 2019 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 10 March 2020 at 11:14 PM by Rohan Mostert (School Council President)

About Our School

School context

Mossgiel Park Primary School's vision is 'To provide the best educational opportunities for all students'. Our purpose is for students to learn skills that will benefit and prepare them for tomorrow's challenges where they will 'STRIVE TO SUCCEED'. At Mossgiel Park Primary our values are Respect, Relationships and Responsibility. Students at MPPS enjoy a welcoming atmosphere in a learning community where all students feel valued. Literacy, numeracy and good habits of learning are our highest priorities, but teachers have high expectations of behaviour and achievement in all academic, creative, sporting and leadership programs.

Situated in outer urban Melbourne at Endeavour Hills, MPPS has specialist programs in Music, Physical Education and Sport, LOTE – Indonesian, Visual Art, EAL. Students also enjoy the use of an ICT lab, two gyms, a multi-purpose room, dedicated rooms for Visual Arts, STEM, Digital Technologies, LOTE – Indonesian and Music. In 2019, MPPS had 312 students, with 39 languages spoken at home. Our experienced staff was comprised of 28.82 equivalent full-time personnel: 2 Principal class members, 18.4 teachers and 7.42 Education Support Staff. We offer many extra programs to be inclusive of all and to support our high intake of students with English as an Additional Language and welfare needs.

At Mossgiel Park Primary School, we continued to implement programs with a sound research base and evidence of successful whole-school learning outcomes whilst retaining our focus on individual student learning growth. Professional development focused on implementing our strategic plan to improve outcomes for every child in English and expanding our proven approach to teaching Mathematics and Science. We have sustained our commitment toward enhancing the use of ICT across the curriculum and to continuous improvement of teacher quality with professional learning communities designing targeted learning tasks to match individual needs. In addition, the introduction of electronic communication through the FlexiBuzz app enables enhanced communication between school and families. The application of Class Dojo in all classes further enhanced the home-school communication loop.

Framework for Improving Student Outcomes (FISO)

In 2019, Mossgiel Park Primary School focused on three key FISO initiatives:
1.	Excellence in teaching and learning: Building Practice excellence;
2.	Community Engagement in learning: Parents and Carers as Partners; and
3.	Excellence in teaching and learning: Curriculum Planning and Assessment.
We worked to Build Practice Excellence in Reading and Writing through the:
•	Analysis of Assessment Tools with a focus on understanding the data and using the data effectively to drive teaching and learning;
•	Implementation of Fountas and Pinnell as Mossgiel Park Primary School's approach to Teaching Reading with an emphasis on comprehension; and
•	Moderating and mapping student writing against the curriculum outcomes.
The key focus for Community Engagement in Learning was;
•	Utilizing 21st century communication tools to communicate with our community about what students are learning and to suggest what parents can do to help.
Teachers and parents shared regular information and updates through Class Dojo and the introduction of FlexiBuzz created a school-wide communication tool.
Continuous development in the domain Excellence in Teaching and Learning: Curriculum Planning and Assessment, included professional learning and team planning for the implementation of a Guaranteed and Viable Curriculum. Through a commitment to quality professional learning, collaborative team planning and effective implementation, we achieved a great deal towards meeting the strategies outlined for each FISO initiative.

Achievement

Teachers and students at Mossgiel Park Primary School strive for excellence in teaching and learning and celebrate the learning growth of each student.

Not satisfied with having students working at the expected level for each year level our Key Target for Reading, Writing and Mathematics emphasised the expectation that at least 80% of students will meet or exceed a year's growth each year. This target was met with 88% in Reading and Viewing, 89% Speaking and Listening, 84% in Writing and 92% in Mathematics achieved. Teachers work closely together to ensure a consistent, viable and challenging curriculum is planned and learning differentiated to foster student learning. Multiple sources of data are used to measure student achievement and to ensure that the learning needs of each student are being met. A highlight for the school in 2019 was that our Year 3 to Year 5 NAPLAN learning growth results in Reading and Numeracy from 2017 to 2019 was well above state and similar schools. The percentage of students in the top 3 bands of testing in NAPLAN Reading and Numeracy for Year 3 and Year 5 students is above State and Similar Schools. Our whole- school curriculum approaches and development of a whole- school instructional model attributed to these great results. The implementation of a distributed leadership model and a new School Improvement Team supported the strategic direction of the school.

Engagement

Mossgiel Park's data reflects increased enhanced learning gains for students, and a high level of student, parent and staff satisfaction. We attribute these successful outcomes to the focus on improving teacher quality, the professionalism and hard work of our staff, our partnership with parents and our local community and our sustained focus on literacy, numeracy and student engagement and wellbeing.

The students attending MPPS have a strong connection to the school evidenced by the following results of the 2019 Students Attitudes to School survey completed by students in Years 4-6:

- 94% of students believe that their teachers differentiate their learning;
- 91% of students believe they are able to self regulate their learning and set goal
  97% of students believe their teachers have high expectations for their success;
- 93% of students believe that their teachers are advocates for them;
- 87% of students have a sense of connectedness
- 93% experience a strong attitude to school attendance

MPPS shows a consistent upward trend in the Attitudes to School Survey. The positive response of students in the Effective Teaching Practice for Cognition, Teacher-Student Relations, Social Engagement, and Student Safety domains emphasizes the effectiveness of the school approach. The student responses in the Learner Characteristics and Disposition domain show that they are engaged in their schooling and believe that they can be successful learners.

Wellbeing

MPPS believes that student engagement and wellbeing is vital to success. We promote the uniqueness of one's identity and self-worth as a member of the community. Students share a strong sense of school spirit and are committed to reflect our school motto `Strive to Succeed' in all that they do.

Our Kinder-Foundation transition program ensures a happy start for our new beginners, and close links with surrounding secondary colleges to support students as they embark on their secondary education.

The development of independence is encouraged through involvement in a carefully graded excursion and outdoor education program that offers students the opportunity to visit Canberra, Sovereign Hill (attending the historic school), and enjoy adventure camps, in addition to participating in an extensive excursions program.

The welfare of our students is a high priority and our Assistant Principal (Wellbeing) assists students and families requiring increased support. Our Student Engagement program and clearly understood school rules focus on positive student behaviours. A sense of empathy for others is developed through involvement in various social service activities.

The results of the 2019 Students Attitudes to School survey completed by students in Years 4-6 confirm the students'

sense of wellbeing:
- ·   92% of students agreed that they feel a sense of inclusion
- ·   86% believe that there is respect for diversity
- ·   88% of students agree that they feel safe at this school; and
- ·   93% believe they have a good attitude to attendance.

We regularly review our social skills and safety programs and continue to work with the community to build strong connections. The percent of student positive endorsement of the management of bullying is above State and Similar Schools to which we are proud of. This result attributes to a whole-school approach to the wellbeing of students. Over the next four years in our new strategic plan we will be focusing on Student Agency which we believe will empower students, build school pride and further enhance school connectedness. Student feedback confirms that most enjoy school and prefer to attend than to stay at home, but attendance and punctuality remain a focus for improvement with each new intake of students.

At Mossgiel Park Primary School, every face has a place!

Financial performance and position

Through careful planning and the strategic allocation of resources, Mossgiel Park Primary School maintained a positive financial position. Increased funding supported key priorities that enhance learning outcomes, improve facilities and enrich the school environment. The employment of a Leadership and Curriculum Coach through our equity funding aided the leadership to build teacher capacity. Through the equity funding we were also able to run reading intervention programs. The painting of the school inside and outside in 2019 further enhanced our sense of pride in the school. Revenue was boosted through the hire of school facilities and successful fundraising initiatives. This fundraising continued to support student learning, particularly through the cyclic upgrading of ICT equipment. Volunteer support for school maintenance, grounds improvements, library cataloguing and the canteen also improved our financial position whilst sustaining our high standard of service delivery. High quality professional development demonstrated the school commitment to building practice excellence and strengthening communication links with our community.

**For more detailed information regarding our school please visit our website at
www.mossgielparkps.vic.edu.au**

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔷

School Profile

Enrolment Profile

A total of 310 students were enrolled at this school in 2019, 149 female and 161 male.

43 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: 🟨 Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶	Key:	Similar School Comparison 🟢 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Similar Above

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above

Performance Summary

| Key: | Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔷 | Key: | Similar School Comparison
🔵 Above 🔵 Similar 🔵 Below |

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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). 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'.	**Reading** 19 % / 42 % / 39 % Low / Medium / High **Numeracy** 17 % / 27 % / 57 % Low / Medium / High **Writing** 10 % / 60 % / 30 % Low / Medium / High **Spelling** 7 % / 70 % / 23 % Low / Medium / High **Grammar and Punctuation** 33 % / 50 % / 17 % Low / Medium / High	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. 25% / 50% / 25% Low / Medium / High Statewide Distribution of Learning Gain (all domains)

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: ▢	Key:	Similar School Comparison
	Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ————————— 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ————————— 50 Few absences <------> Many absences	**Below** ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	89 %	89 %	91 %	91 %	93 %	92 %	93 %	

Performance Summary

| Key: | Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶 | Key: | Similar School Comparison
🔵 Above   🔵 Similar   🔵 Below |

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 0 100 Results: 2017 - 2019 (3-year average) 0 100	Above 🔵
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 0 100 Results: 2017 - 2019 (3-year average) 0 100	Above 🔵

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$2,799,627
Government Provided DET Grants	$569,502
Government Grants Commonwealth	$2,100
Revenue Other	$27,098
Locally Raised Funds	$258,835
Total Operating Revenue	**$3,657,162**

Equity[1]	
Equity (Social Disadvantage)	$217,259
Equity Total	**$217,259**

Expenditure	
Student Resource Package[2]	$2,699,335
Books & Publications	$12,352
Communication Costs	$7,478
Consumables	$66,351
Miscellaneous Expense[3]	$311,403
Professional Development	$12,448
Property and Equipment Services	$244,330
Salaries & Allowances[4]	$121,803
Trading & Fundraising	$58,160
Utilities	$36,020

Total Operating Expenditure	**$3,569,680**
Net Operating Surplus/-Deficit	**$87,482**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$322,110
Official Account	$16,603
Total Funds Available	**$338,713**

Financial Commitments	
Operating Reserve	$115,396
Funds Received in Advance	$215,150
School Based Programs	$9,300
Asset/Equipment Replacement < 12 months	$30,000
Maintenance - Buildings/Grounds < 12 months	$40,000
Asset/Equipment Replacement > 12 months	$30,000
Total Financial Commitments	**$439,846**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').