

2021 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 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 11 March 2022 at 09:50 AM by Lynn Ordish (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 March 2022 at 07:47 PM by Rohan Mostert (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

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 and Visual Art. 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 2021, MPPS had 271 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 Writing. 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 GradeXpert 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)

We continued to provide a solid teaching and learning program throughout 2021. The use of Curriculum planning and assessment continued with the use of Curriculum Rubrics and Curriculum Maps for Literacy and Numeracy. Our whole school Instructional Model of 'whole, part, whole' has been a catalyst for improving our student outcomes in 2021. There has been good work in progressing our literacy work, focusing on consistency of assessment using Fountas and Pinnell in preparation for differentiated and point of need teaching.

Undertaking a number of Department of Education Initiatives such as DSSI Teaching Partner, Professional Learning Communities Training and Agile Leadership laid some firm foundations in school improvement in 2021. In Term 4 of 2021 our staff engaged in professional learning with Quaglia Institute and Talk 4 Writing. Quaglia Institute for Student Voice has chosen our school to be an Action School in Student Voice. Talk 4 Writing was developed by @PieCorbett to enable children to imitate key language needed for a particular topic orally before they try reading, analysing and writing about it.

All through remote learning we continued building our learning culture by maintaining professional learning every week for staff. The School Improvement Team met every week to discuss school improvement. During 2021 the teachers planned thoroughly using our curriculum maps and criteria cards. The Tutor Learning Initiative was provided to Year 1-6 students who were below benchmark in reading. During remote learning the Year 3-6 students were provided with differentiated learning packs and followed up by the teacher employed as the Learning Tutor. Minilit was provided by an Education Support staff member for Year 1/2 below benchmark students.

Achievement

Teachers and students at Mossgiel Park Primary School strive for excellence in teaching and learning and celebrate the learning growth of each student. The academic achievements of Mossgiel Park students in 2021 are indicative of the differentiated and high quality teaching and learning embedded throughout the school year. Due to the challenges many families faced throughout the Covid19 pandemic and the subsequent remote learning, many of our non-English speaking families found the challenges of online learning difficult. Throughout remote learning we continued to conduct our term student support meetings via zoom to inform parents of their children's progress.

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. The achievement levels, as assessed by teachers against the Victorian Curriculum did meet the target set for the 2021 Annual Implementation Plan. Mossgiel Park was above similar schools in English and Maths. In Mathematics our results were also well above State average making us an 'Influencing School'.

We have a strong approach to supporting priority cohorts and the use of ILPs has enabled us to achieve the targets for student outcomes. At Mossgiel Park Primary we have a strategic approach linking tutoring, classroom practice and assessment, and wellbeing that ensures consistency across the school and a sharp focus on the learner and their goal.

Engagement

Mossgiel Park's data reflects enhanced learning gains for students, and a high level of student and parent 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 2021 Students Attitudes to School survey completed by students in Years 4-6:

- 94% of students believe that their teachers differentiate their learning;
- 97% of students believe their teachers have high expectations for their success;
- 91% of students believe they are able to self regulate their learning and set goal;
- 93% of students believe that their teachers are advocates for them;
- 92.8% 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

Mossgiel Park Primary School is committed to the safety and wellbeing of all students. Every person involved in Mossgiel Park has a responsibility to understand the important and specific role they play, individually and collectively to ensure that the wellbeing and safety of all children is at the forefront of all they do and every decision they make. During the remote and flexible learning program in regards to student health and wellbeing was effective. Teachers regularly kept in touch with their students and ensured that students' mental health was addressed in the remote learning content. Consistent monitoring of student attendance and participation were followed up regularly by the

teachers and the Principal class. Face-to-face class meetings enabled students to feel connected to their peers and for teachers to help boost morale. Any issues arising from the teacher contact was dealt with and followed up promptly by the Principal class. Overall, the students who seemed to have benefited the most from the remote and flexible environment were students who had family members at home to support them, those with the appropriate technical knowledge and students who were motivated to do well.

Student health, wellbeing and engagement was a major priority for all members of staff. Principal Class, Teachers, Student Support Officers and Administration staff were all involved in regular and ongoing conversations regarding student wellbeing and strategies were put into place to follow up with families requiring additional support. A system of communication was also set up for supervisors of on-site students to ensure learning and welfare issues were followed up daily.

At a Professional Learning Community level, teachers engaged in professional conversations around student participation, successes and challenges. They supported each other to overcome issues they were facing and shared strategies to engage students and families during this period.

The school has a high focus on 21st pedagogy for learning, concentrating on collaboration on student voice to ensure students feel they are being heard.

Finance 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. A significant budget was allocated to teacher professional development and to increase reading resources. Through the equity funding we were able to run reading intervention programs, provide coaching for teachers and a speech therapy program. High quality professional development demonstrated the school commitment to building practice excellence and strengthening communication links with our community.

The painting of the school inside and landscaping in 2021 further enhanced our sense of pride in the school.

For more detailed information regarding our school please visit our website at
<https://mossgielparkps.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 271 students were enrolled at this school in 2021, 129 female and 142 male.

43 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).

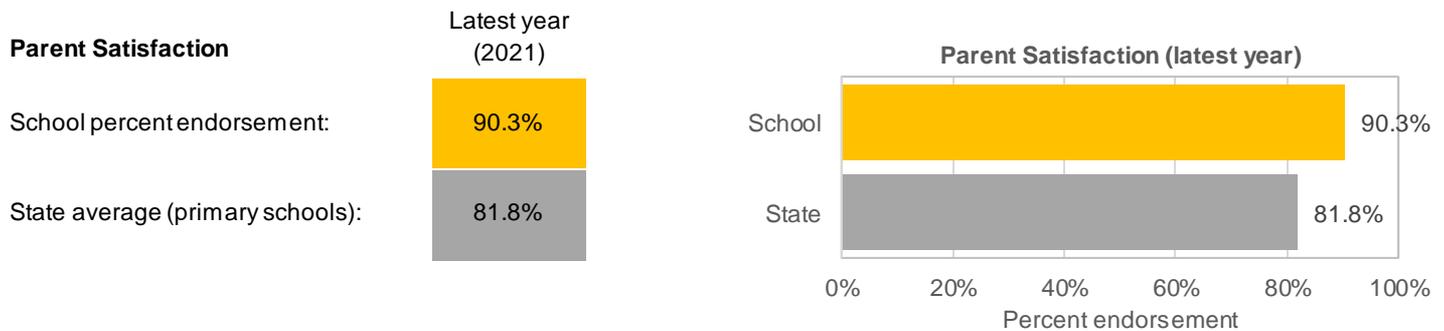
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

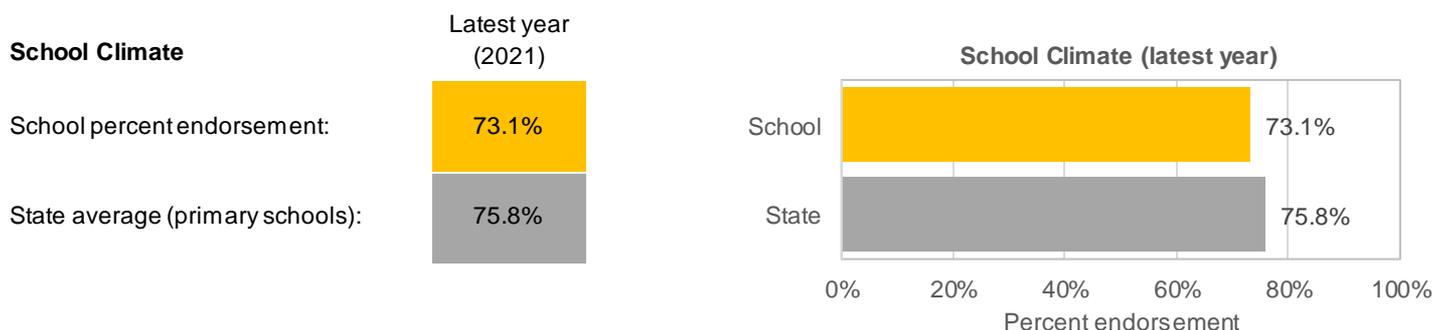


School Staff Survey

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:

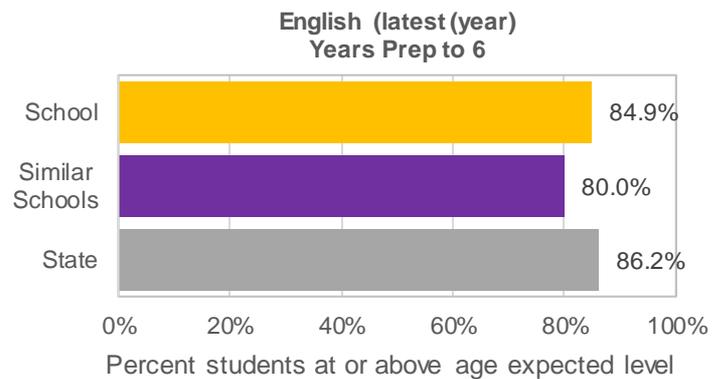
84.9%

Similar Schools average:

80.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

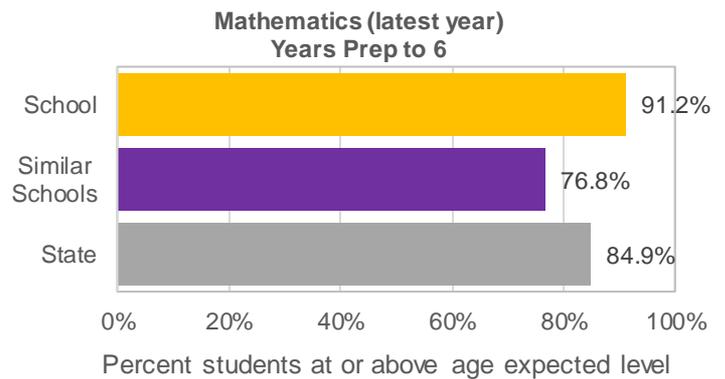
91.2%

Similar Schools average:

76.8%

State average:

84.9%



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.

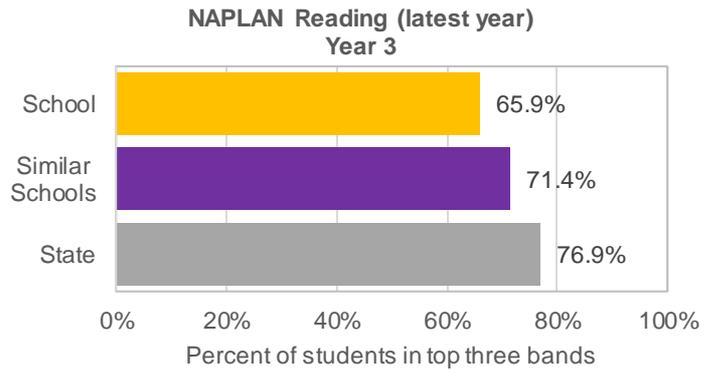
NAPLAN

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.

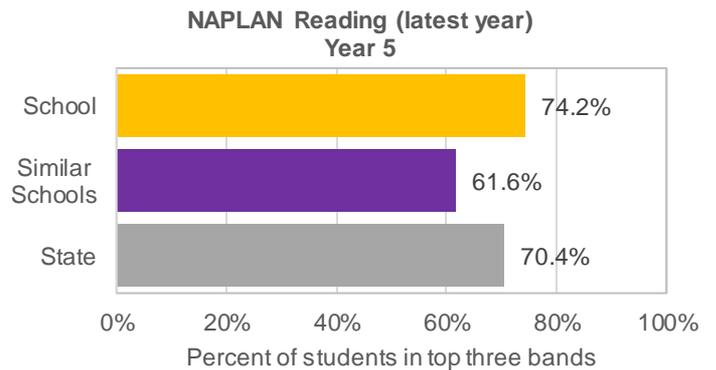
Reading Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 65.9% | 71.2% |
| Similar Schools average: | 71.4% | 69.6% |
| State average: | 76.9% | 76.5% |



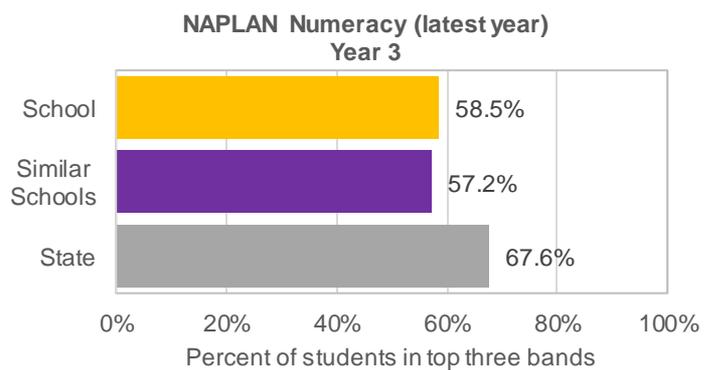
Reading Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 74.2% | 70.5% |
| Similar Schools average: | 61.6% | 57.0% |
| State average: | 70.4% | 67.7% |



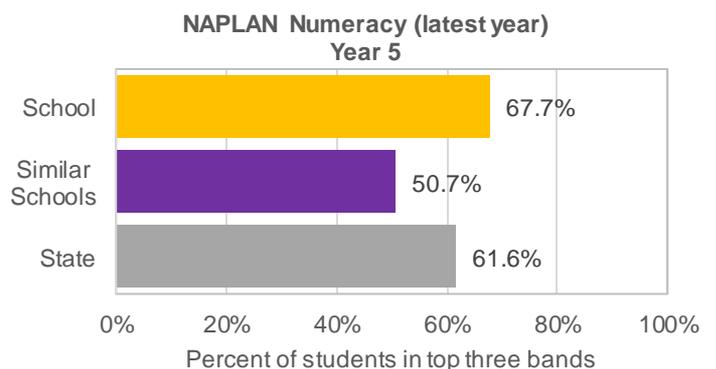
Numeracy Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 58.5% | 72.3% |
| Similar Schools average: | 57.2% | 58.1% |
| State average: | 67.6% | 69.1% |



Numeracy Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 67.7% | 67.9% |
| Similar Schools average: | 50.7% | 48.6% |
| State average: | 61.6% | 60.0% |



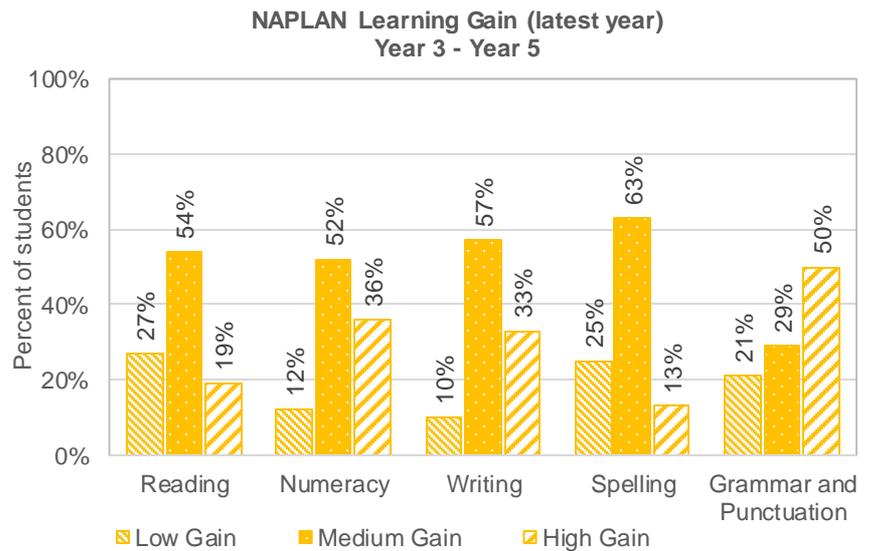
ACHIEVEMENT (continued)

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: | 27% | 54% | 19% | 22% |
| Numeracy: | 12% | 52% | 36% | 23% |
| Writing: | 10% | 57% | 33% | 22% |
| Spelling: | 25% | 63% | 13% | 25% |
| Grammar and Punctuation: | 21% | 29% | 50% | 25% |



ENGAGEMENT

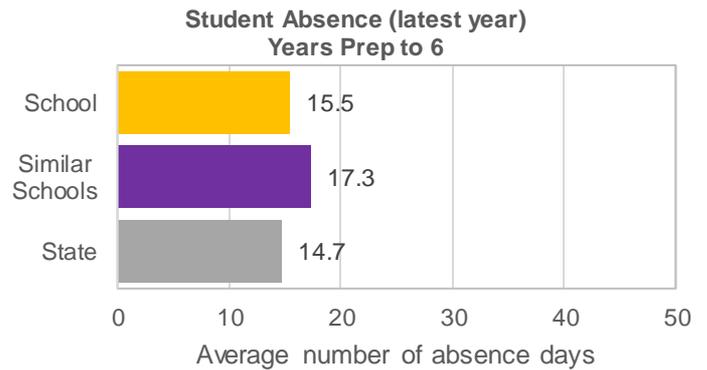
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 15.5 | 18.4 |
| Similar Schools average: | 17.3 | 17.6 |
| 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): | 92% | 89% | 92% | 91% | 94% | 92% | 94% |

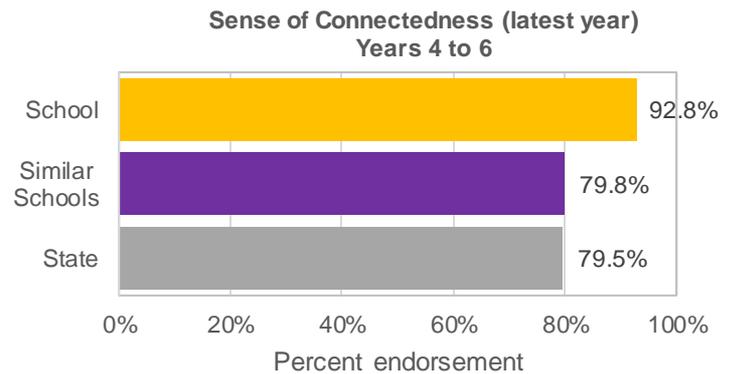
WELLBEING

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: | 92.8% | 89.4% |
| Similar Schools average: | 79.8% | 80.6% |
| State average: | 79.5% | 80.4% |

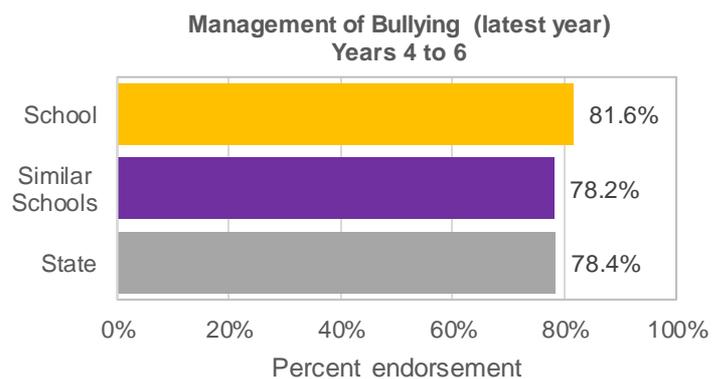


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 81.6% | 85.8% |
| Similar Schools average: | 78.2% | 79.3% |
| 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 | \$2,866,577 |
| Government Provided DET Grants | \$385,110 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$0 |
| Revenue Other | \$12,487 |
| Locally Raised Funds | \$141,704 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,405,879 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$221,458 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$221,458 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,625,317 |
| Adjustments | \$0 |
| Books & Publications | \$3,761 |
| Camps/Excursions/Activities | \$35,205 |
| Communication Costs | \$4,551 |
| Consumables | \$43,040 |
| Miscellaneous Expense ³ | \$11,581 |
| Professional Development | \$6,708 |
| Equipment/Maintenance/Hire | \$35,195 |
| Property Services | \$214,240 |
| Salaries & Allowances ⁴ | \$36,992 |
| Support Services | \$124,225 |
| Trading & Fundraising | \$19,779 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$22,147 |
| Total Operating Expenditure | \$3,182,743 |
| Net Operating Surplus/-Deficit | \$223,137 |
| 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 | \$450,081 |
| Official Account | \$28,206 |
| Other Accounts | \$0 |
| Total Funds Available | \$478,287 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$58,433 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$31,175 |
| School Based Programs | \$15,600 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$40,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$300,000 |
| Asset/Equipment Replacement > 12 months | \$50,000 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$495,207 |

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.