**2020 Annual Report to**

**The School Community  
  
School Name: Mooroopna Primary School (1432)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)). * The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*. |
| Attested on 26 April 2021 at 01:13 PM by Carla May (Principal) |

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| The 2020 Annual Report to the school community:   * has been tabled and endorsed at a meeting of the school council * will be publicly shared with the school community. |
| Attested on 29 April 2021 at 01:41 PM by Luke Barrette (School Council President) |

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How to read the Annual Report

What has changed for the 2020 Annual Report?

**Improved appearance**

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school’s data with state averages and similar school groups.

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section provides a brief background on the school, an outline of the school’s performance over the year and future directions.

The ‘School Context’ describes the school’s vision, values and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *‘Performance Summary’* section of this report refer to?

The Performance Summary includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

**Achievement**

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

*Note: NAPLAN tests were not conducted in 2020*

**Engagement**

Student attendance at school

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

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

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

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

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

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the *‘Victorian Curriculum’*?

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

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

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

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

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

**About Our School**

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| School context |
| Mooroopna Primary School (MPS) is situated in the heart of Mooroopna in the Goulburn Valley. The school continues its proud history of providing quality education for all students in our community. Our school population of 225 students consists of 119 female and 106 male students. The student population includes 18% Indigenous Australians and 5% EAL students. The SFOE index is in the high range. MPS has 35 staff with equivalent full time staff of 25.2 made up of: 2 Principal class, 17.2 teachers and 6 education support staff. The school motto is Preparing for the Future. Our school community is guided by the values of Motivated, Persistent and Successful. These values are achieved through our emphasis on Being Happy and Safe, Being Learners and Being Respectful. Our school remains fully committed to being an inclusive school that values School Wide Positive Behaviour Support. Every day, in every lesson, we work to ensure that learning engages all students in a challenging, technological and relevant curriculum that sees every student reach his or her full potential. Student agency is activated through student/teacher selection of 'I Can Statements' to guide individual learning and promote student engagement and motivation. Our school has a major focus on Literacy, Numeracy, the Arts and Digital Technologies. MPS implements our evidence based instructional model based on The High Reliability Literacy Teaching Procedures, (HRLTP), for Literacy and Numeracy along with data driven teaching and learning. Staff professional learning and commitment has ensured our Instructional Model is embedded. Every child is at the centre of all we do and we are fully committed to supporting individual students’ academic, social, emotional and personal growth.  Our school is an inclusive primary school and our main focus is student engagement and student wellbeing. This is achieved via School Wide Positive Behaviour Support that emphasizes the teaching of social and organizational skills. Our strong wellbeing team supports students and families and we are proudly a Rights, Resilience and Respectful Relationships lead school. In 2020 we encountered Covid-19 restrictions which limited some programs within our school. For a large part of the year we were unable to work in our Learning Communities, although this did occur in the first part of the year. Learning Communities is where groups of approximately forty-five students from Foundation to Year 6 work together for 2 sessions per week on five subject areas. In 2020, our school underwent transformation as our new Integrated Early Learning Centre (IELC) building was commenced as well as the refurbishment of our administration area. Staff from Our Place commenced in readiness for the opening of the IELC. A partnership with the Greater Shepparton City Council was made to provide kindergarten, long term day care and maternal and child health services when the IELC opens. MPS has a modern learning environment which allows for co-teaching and student focussed learning strategies. The school is proud of its grounds and facilities and is continually refurbishing classroom and play areas.  Our school provides extensive curriculum programs in all areas. Maths and English will always be our prime focus and we ensure the Arts enables the whole child to be developed. Our concerts and choir promote performing arts to showcase achievements of all students. Our instrumental and band programs are offered to students in Year 5 and 6. Performances by our band are highly acclaimed. Our program complements the transition to Greater Shepparton Secondary College. We actively promote student participation in community based out of hours sport. The Sporting Schools program allows students to experience sports they may otherwise not participate in. In 2020, Year 6 students participated in Careers Workshops, a program designed to develop a greater understanding of both the skills needed for employment and what types of employment are available in the Goulburn Valley. This program was co-sponsored by Shepparton Lighthouse Project. This program was curtailed given the unusual constraints caused by Covid-19. |
| Framework for Improving Student Outcomes (FISO) |
| Our 2020 AIP KIS maintains a strong emphasis on developing student outcomes in literacy and numeracy and student engagement and motivation to learn (student agency). To this end, we have developed and embedded 'I Can Statements' across core curriculum areas from Foundation to Year 6. Our classroom teachers utilise the statements to plan and assess the progression of learning across our school. Students are involved in developing their 'I Can Statements' with their teacher/s. During remote and flexible learning, for large parts of 2020 due to Covid-19, teachers and students continued to use our 'I Can Statements'.  Our Learning Specialists continue to provide: whole staff professional learning in literacy and numeracy, classroom support and coaching and whole school infra-structure documentation to support our teachers in their practice. Our Learning Specialists provide Learning Walks and collegial reflection focusing on teacher practice. Our usual process is for teachers to be involved in classroom observations, however, due to Covid-19 restrictions and remote and flexible learning, we adapted our model to ensure this process could still take place. We have a highly motivated team of teachers who regularly seek support from our Learning Specialists to develop areas of their teaching practice. MPS teaching staff have an open, trusting, evolving vision of themselves as learners. Our Professional Learning Communities (PLCs) focus on student outcomes in literacy and numeracy. Our PLCs analyse student data, set action research, implement teaching and learning and re-assess. Weekly PLCs are attended by the Principal. Students and families are supported via a dedicated wellbeing team. An adapted form of family/student contact focusing on wellbeing was initiated during remote and flexible learning in 2020. |
| Achievement |
| MPS continues to strive for improved learning outcomes for students in all learning areas. Our school has a documented and viable curriculum that is based on our instructional model and the Victorian Curriculum. Teachers continually assess and analyze data to drive improved teaching. We utilise weekly PLCs to support this process. These processes ensure all lessons are high quality, differentiated and appropriate to need. All at risk students have individual education plans that are regularly reviewed. All students develop learning goals in collaboration with teachers and determine 'I Can Statements' to understand their next point of learning.  In 2020, due to Covid-19 restrictions, our school did not undertake Naplan testing and implemented remote and flexible learning for our students for large parts of the year. This understandably changed the educational routine for students and staff, but students continued to engage with e-learning each day, communicate with their school and peers and were accountable for their learning goals. As such, disruption to learning was kept to a minimum. Performance summary achievement areas show our school is performing at a similar level to similar schools in some areas, particularly English. The Performance Summary is dedicated only to Teacher Judgement of student achievement in the absence of Naplan 2020 data. However, 2019 Naplan data demonstrates pleasing learning gains for numeracy, spelling, punctuation and grammar. We foresee this will continue to be achieved given a dedicated staff, that have a thorough understanding of our instructional model. This combined with quality professional learning, the use of PLCs and student agency in learning, using 'I Can Statements', should see a continuing improvement in our future student learning outcomes.  Equity funds are very carefully allocated to areas of need. Major programs include student wellbeing via an extensive wellbeing team, two learning specialists to support all curriculum areas and extensive intervention programs. Our arts program remains a focus with band, concert and choir remaining highlights. Our Performing Arts program was adapted in 2020 in light of Covid-19 restrictions. For part of 2020 we continued a multi-age (Foundation to Year 6) program called Learning Communities. Groups of approximately 45 students worked in activities for six week blocks across a number of curriculum areas. Sporting and cultural events complete our well-rounded curriculum.  All students involved in the Program for Students with a Disability were closely communicated with during remote and flexible learning or indeed were supervised on site to ensure they achieved their individual goals. |
| Engagement |
| Improving student attendance is always a priority for MPS. In 2020 the average days absent per full time MPS student per year rated lower to Similar Schools (MPS 14.8 days with similar schools 18.1.) Our wellbeing processes to monitor student absenteeism is proactive, daily and highly vigilant. All unexplained absences are followed up on by text, phone call or letter. This sustained effort by staff, including making regular contact with families, ensures that we track all student absences and support students and their families. Extended absences result in direct contact with the family via a member of the school’s leadership team with offers of arranging school services, external wellbeing services where appropriate. Home visits are made for chronic absenteeism. Attendance data is a focus of our weekly Leadership meeting, Wellbeing meeting and fortnightly School Improvement Team meeting. Ensuring programs are engaging and of high quality also means students are more likely to want to attend school. Extra curriculum activities and programs including Learning Communities also build a sense of school pride and connectedness to the school, however, these were impacted upon in 2020 due to Covid-19 restrictions. Our school is an Inclusive School. This is well known and a value we take great pride in. All people are welcome at our School. We provide many programs to support students and families. This is enhanced by volunteers and local organisations. All of these build a sense of school community and make our School one that students want to attend.  A weekly attendance award to the class with the best weekly attendance has created a positive competitive spirit between classes and has helped promote school attendance. |
| Wellbeing |
| MPS maintains a fundamental belief in School Wide Positive Behaviour Support (SWPBS). Using the SWPBS framework, we promote and value a happy and safe, respectful learning environment at all times. These values are explicitly taught, modelled and positively reinforced. Our dedicated wellbeing team utilizes wrap around approaches to support students. Student wellbeing is always our highest priority. At risk students are monitored as part of our weekly Wellbeing meeting which utilises MPS staff, DET Student Support Services, chaplaincy and Play Therapist expertise to monitor wellbeing and implement future support for our students. Additionally, MPS is a lead school in Resilience, Rights and Respectful Relationships (RRRR). Using the RRRR curriculum, weekly lessons in each class focus on teaching the skills and knowledge to communicate and treat others respectfully. Staff participated in Respectful Relationships training. MPS Child Safe Standards provide the framework and school processes to ensure our students are safe. In 2020, Our Attitudes to School Survey, was not completed. Attitudes to School Survey data in the past years demonstrate our students are strongly connected to our School. Our staff prioritise building relationships with each student in our school and are vigilant in communicating regularly with families. Our SWPBS team have undertaken Universal B training in 2020 and are proactively focusing on additional anti-bullying education and bystander training as a result. In 2020, anti-bullying education is already a strong focus and staff work closely with all students to develop a school wide view that bullying is never okay or accepted at our school, or in our community. We proudly participate in National Day of Action Against Bullying and Violence and have regular school presentations focusing on bullying. Our weekly SWPBS and Respectful Relationships lessons as well as school wide posters and displays encapsulate bullying and what to do in the event of bullying.  Some MPS programs to support student wellbeing include out of hours junior sport, daily breakfast club, Build-a-Bike, Mooroopna Early Years Alliance events, The Smith Family scholarships and Career's Workshop program (facilitated through Lighthouse Project.) Student leadership is promoted throughout the school. Our student leadership team is prestigious and allows students to become members at the end of the previous school year and during the current year. Accordingly, all Year 6 students strive to become school leaders. Our school leaders assist in weekly school assemblies (online through Google Classroom in 2020 due to Covid-19), implementing fundraising ideas and participating in local events. |
| Financial performance and position |
| Our School budget was developed to achieve school goals as outlined in our School Annual Implementation Plan as part of our school Strategic Plan. All funds were used to maximize student outcomes and to achieve school goals. All school equity funds were carefully utilised as part of our Annual Implementation Plan. Greater educational outcomes for all students were provided using these funds. Significant intervention programs were provided along with staff professional learning and support for curriculum implementation.  The deficit shown in the financial statement was planned and accounted for with funds carried forward in the cash budget from 2019.  Large capital works to build the Mooroopna Integrated Early Learning Centre were carried out by the VSBA during 2020. Mooroopna Primary School also made a major contribution to the costs involved. Our School received government grants of $200,000 to replace the heritage slate roof on one of our buildings, $50,000 for grounds and essential safety maintenance and $20,000 for the School Chaplaincy program. |
| **For more detailed information regarding our school please visit our website at** [**https://www.mooroopna.vic.edu.au**](https://www.mooroopna.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 225 students were enrolled at this school in 2020, 119 female and 106 male.

5 percent of students had English as an additional language and 18 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

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

This school’s socio-economic band value is: High

Parent Satisfaction Summary

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

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

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | NDA |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | NDA |
| State average: | 77.8% |

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.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 64.3% |
| Similar Schools average: | 69.6% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 52.4% |
| Similar Schools average: | 67.9% |
| State average: | 85.2% |

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 14.8 | 16.4 |
| Similar Schools average: | 18.1 | 18.1 |
| State average: | 13.8 | 15.3 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 96% | 90% | 92% | 93% | 93% | 93% | 91% |

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 99.2% |
| Similar Schools average: | 72.8% | 78.8% |
| State average: | 79.2% | 81.0% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 98.3% |
| Similar Schools average: | 73.4% | 79.2% |
| State average: | 78.0% | 80.4% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2020

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,218,655 |
| Government Provided DET Grants | $488,138 |
| Government Grants Commonwealth | $7,500 |
| Government Grants State | $201,350 |
| Revenue Other | $26,790 |
| Locally Raised Funds | $30,776 |
| Capital Grants | NDA |
| Total Operating Revenue | **$2,973,209** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $558,339 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$558,339** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,479,069 |
| Adjustments | NDA |
| Books & Publications | $12 |
| Camps/Excursions/Activities | $13,150 |
| Communication Costs | $10,892 |
| Consumables | $38,933 |
| Miscellaneous Expense 3 | $9,080 |
| Professional Development | $6,043 |
| Equipment/Maintenance/Hire | $37,651 |
| Property Services | $131,926 |
| Salaries & Allowances 4 | $38,026 |
| Support Services | $48,568 |
| Trading & Fundraising | $4,511 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $29,869 |
| Total Operating Expenditure | **$2,847,728** |
| Net Operating Surplus/-Deficit | **$125,481** |
| Asset Acquisitions | **$275,529** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $635,974 |
| Official Account | $42,956 |
| Other Accounts | NDA |
| Total Funds Available | **$678,929** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $56,927 |
| Other Recurrent Expenditure | $9,772 |
| Provision Accounts | NDA |
| Funds Received in Advance | $25,000 |
| School Based Programs | $22,009 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | $750 |
| Repayable to the Department | $363,000 |
| Asset/Equipment Replacement < 12 months | $20,000 |
| Capital - Buildings/Grounds < 12 months | $103,920 |
| Maintenance - Buildings/Grounds < 12 months | NDA |
| Asset/Equipment Replacement > 12 months | $60,000 |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$661,377** |

*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.*