

# 2022 Annual Report to the School Community

School Name: Mooroopna Primary School (1432)



- 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 15 March 2023 at 01:08 PM by Carla May (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 17 March 2023 at 08:41 AM by Luke Barrette (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 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.

---

## 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
- 

## 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)

---

### 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

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 and wellbeing support for all students in our community. We have 228 students enrolled at our school, 119 female and 109 male. We have 14 full time staff and 16 part time staff. The MPS student population includes 18% First Nations Peoples and 6% EAL students. Our Student Family Occupation and Education is 0.5866. This band value is High.

Our site encompasses the Mooroopna Primary School and Children & Families Centre. Our site has a kindergarten, long day care and maternal child health which is operated by the Greater Shepparton City Council. We are an Our Place site. Our Centre's philosophy and vision is to provide optimum education, services and support for children's early development so they may thrive throughout their lives.

The MPS school motto is Preparing Students 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 is an inclusive primary school and we are a School Wide Positive Behaviour Support school. Our wellbeing team supports students and families across all SWPBS tiers. Our school has exemplary wellbeing interventions and supports including a school paediatrician, play therapist and consultant psychologist as well as a referral centre to external support agencies and resources for our families. All students are explicitly taught social emotional skills through our SWPBS curriculum and Respectful Relationships curriculum.

---

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

### Learning

In 2022 our Annual Implementation Plan's Key Improvement Strategies were student wellbeing and learning, particularly focusing on Numeracy.

Our school was fortunate to participate in Project 22 which supported our school in teaching and learning of Numeracy. We had Regional support focusing on data analysis, learning walks and talks and staff professional learning. Our middle leaders led this project in our school. Additionally, our teachers participated in PLC coaching, which was provided by Regional staff. Our PLC 's are our weekly forum to review student learning data, plan teaching and learning, then complete the PLC sprint with subsequent analysis of student learning data. Our PLCs are collaborative, accountable and have the expectation that all MPS staff are learners.

Our MPS instructional model is our pedagogical method for teaching and learning and is embedded across all classrooms. Our instructional model consists of The High Reliability Literacy Teaching Procedures (HRLTPs) and High Impact Teaching Strategies (HITS).

Our students are also supported by our school speech therapist. Additionally, we have an agreement with the University of Melbourne whereby each term an additional two speech therapy students work in our school. We have a similar agreement in place for occupational therapy students to work in our school throughout the year.

In 2022 our Year 3 Reading and Numeracy NAPLAN data demonstrated significant achievement above our four year average. This data exceeded that of Similar Schools. Our Year 5 Reading and Numeracy NAPLAN data was below that of Similar Schools.

### Wellbeing

Our 2022 Attitudes to School data demonstrated high levels of positive endorsement in Sense of Connectedness (93.1%) and the Management of Bullying (95.2%). This data is well above that of Similar Schools and also the State Average.

In 2022 our school site and many families of our school community were greatly affected by a major local flooding event. This affected our school grounds and internal buildings with major damage apparent once flood waters receded. Our main focus at this time was enabling all MPS students to return to school as quickly as possible, given the dire situation many of our students were living in. This was achieved after a short period of time. Subsequent support to our flood affected families included distribution of philanthropic monies, the delivery of food hampers, clothing, supporting children in evacuation centres, transportation for students to get to school, information and links to government support and emotional support for our families. Many of these activities are still continuing for affected families.

Our wellbeing supports are exceptional. We offer a school paediatrician, play therapist and psychologist as well as a dedicated wellbeing team. Our wellbeing team encompasses staff from MPS and Area Departmental staff including our Koorie Education Support Officer. Our team has vast knowledge and experience in wellbeing supports, both internal and external. MPS is a School Wide Positive Behaviour Support school. All members of staff are integral to the wellbeing of our students and families.

## Engagement

Improving student attendance is always a priority at MPS. We have proactive and reactive attendance strategies documented and followed as part of our school processes. The importance of attendance has a high profile at our weekly assembly and through our newsletters. We have class rewards, individual rewards and term rewards for attendance. We have daily contact with families when students are absent. We support students that are absent for longer periods of time. We utilise funds from the Schools Mental Health Fund to engage a psychologist to work with students with low attendance. In 2022 the average number of days absent per full time student rated higher than Similar Schools. Our four year average number of days absent is less than Similar Schools.

This year, in partnership with The Song Room and Wanyara we have a local Yorta Yorta educator working weekly in our school as part of our Performing Arts program. This has been highly successful with songs, visual art pieces and class discussions about our amazing local Koorie heritage. We also performed local Yorta Yorta songs at our annual school concert and this was a highlight of the evening.

At MPS we have a strong emphasis on the Arts to enable 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 Years 5 and 6. Our sporting program allows students to participate in a wide range of sports at school and at local levels. MPS is an Active School and we provide many sporting opportunities on site after school hours. We encourage and support our students to participate in local community sport. In 2022 our Year 6 students are participating in Careers Workshop which is an aspirational program to develop their understanding of career options in our local area. We work in partnership with local charitable organisations and volunteers to provide for the needs of our students and families.

---

## Other highlights from the school year

In 2022 there were many highlights across the year. These included:

- Our Year 5/6 students attended The Happy Valley camp at Alexandra.
- Our Year 3/4 students attended camp at Beechworth.
- Some of our year 5/6 students attended Somers camp.
- Additionally, many of our students attended the Portsea camp during the school holiday periods. This was organised by one of our Education Support Officers.
- Our Foundation to Year 2 students went on a major excursion to Werribee Zoo.

Our whole school performed at Eastbank Centre for our annual school concert. This had been in hiatus for the previous two years due to Covid restrictions.

Our band performed with the Melbourne Symphony Orchestra in Shepparton and were then invited to visit the MSO in Melbourne. Our band also played at other public events during the year.

## Financial performance

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. Equity funds were also used to address student and family wellbeing issues which were heightened due to the ongoing effects of COVID19 isolation issues and the major flooding in our area in October 2022. This included the flooding of the homes of many of our families and one staff member as well as flooding at our school.

We received a substantial philanthropic donation towards the cost of the Speech Pathology program at our school. We further painted and recarpeted the Foundation Classrooms this year.

The small deficit shown in the financial statement was planned and accounted for with funds carried forward in the cash budget from 2021.

**For more detailed information regarding our school please visit our website at [Mooroopna.ps@education.vic.gov.au](mailto:Mooroopna.ps@education.vic.gov.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 228 students were enrolled at this school in 2022, 119 female and 109 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).

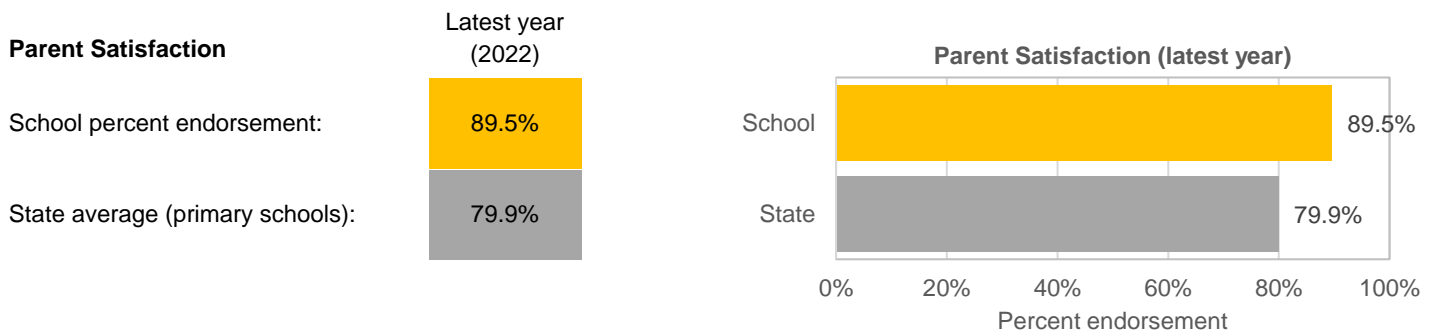
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

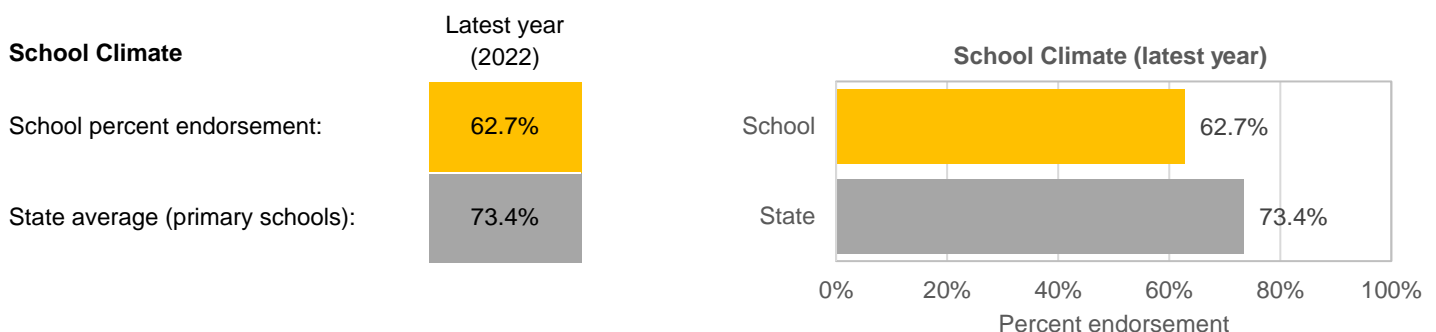


### School Staff Survey

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:

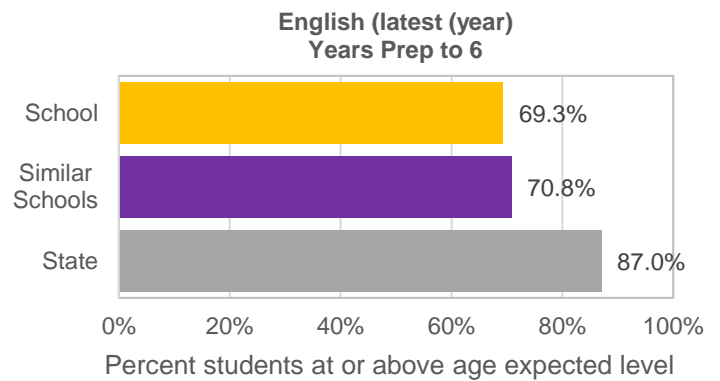
69.3%

Similar Schools average:

70.8%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

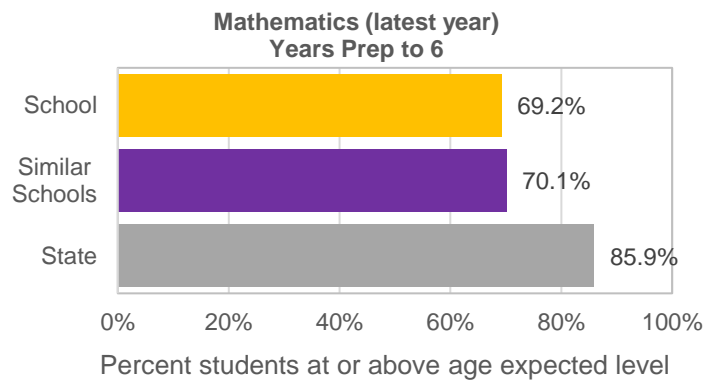
69.2%

Similar Schools average:

70.1%

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.

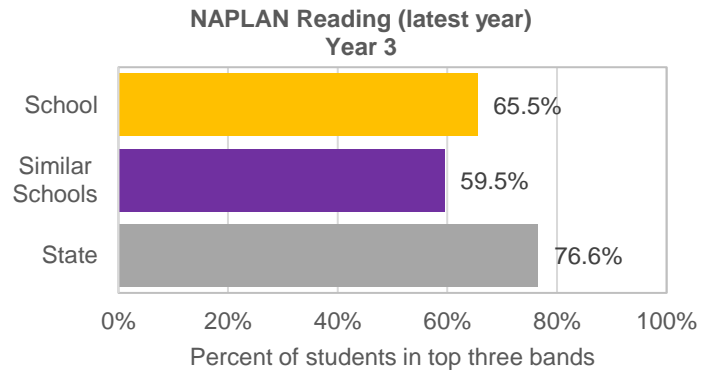
### NAPLAN

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.

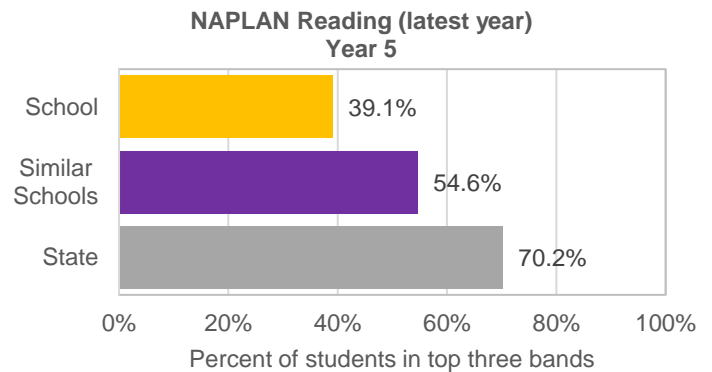
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.5%	57.7%
Similar Schools average:	59.5%	60.9%
State average:	76.6%	76.6%



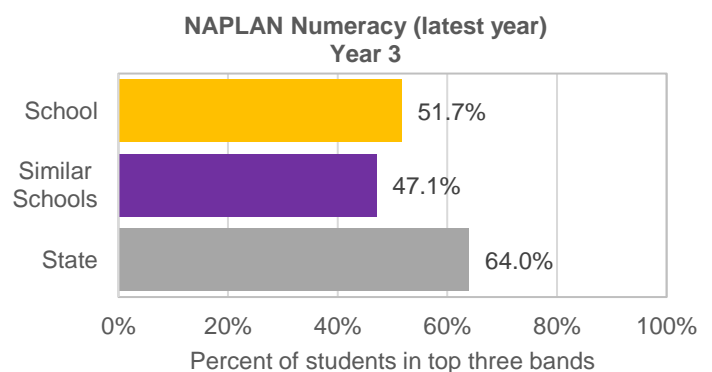
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	39.1%	50.5%
Similar Schools average:	54.6%	54.9%
State average:	70.2%	69.5%



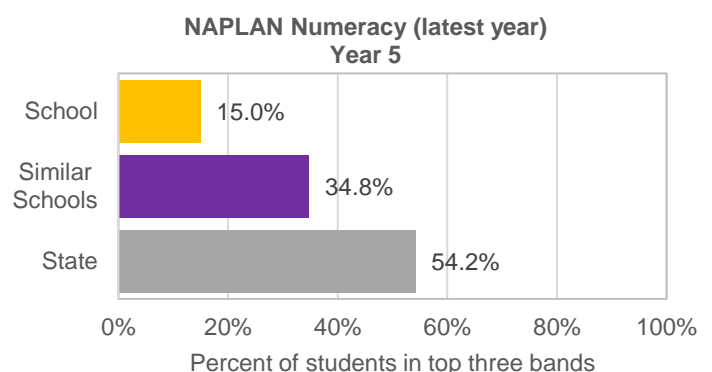
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.7%	40.2%
Similar Schools average:	47.1%	48.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	15.0%	31.5%
Similar Schools average:	34.8%	39.1%
State average:	54.2%	58.8%



## WELLBEING

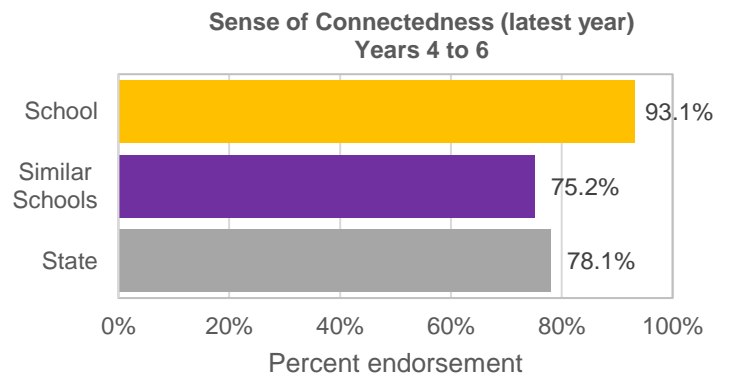
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	93.1%	95.5%
Similar Schools average:	75.2%	76.0%
State average:	78.1%	79.5%

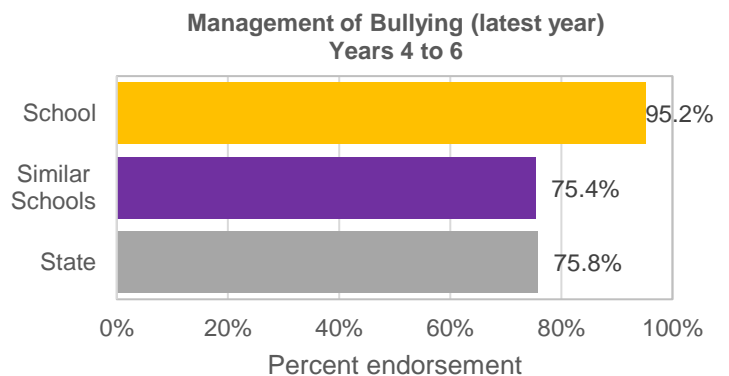


### Student Attitudes to School – Management of Bullying

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:	95.2%	97.4%
Similar Schools average:	75.4%	76.6%
State average:	75.8%	78.3%



## ENGAGEMENT

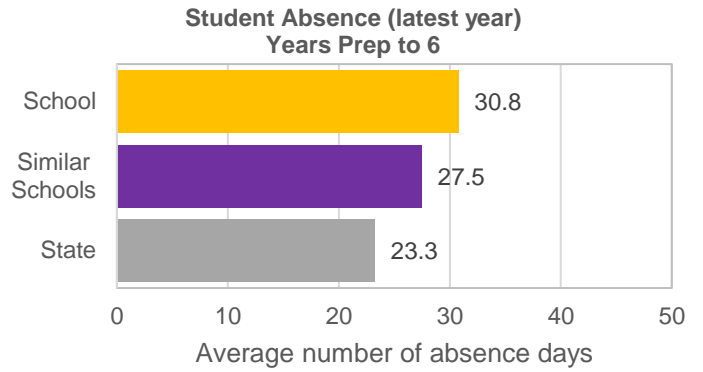
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	30.8	20.9
Similar Schools average:	27.5	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):	85%	86%	88%	90%	84%	78%	81%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,275,323
Government Provided DET Grants	\$513,046
Government Grants Commonwealth	\$0
Government Grants State	\$103,316
Revenue Other	\$142,141
Locally Raised Funds	\$96,213
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,130,040</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$512,322
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$512,322</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,572,472
Adjustments	\$0
Books & Publications	\$2,080
Camps/Excursions/Activities	\$68,152
Communication Costs	\$13,128
Consumables	\$59,948
Miscellaneous Expense <sup>3</sup>	\$20,737
Professional Development	\$11,723
Equipment/Maintenance/Hire	\$19,677
Property Services	\$152,260
Salaries & Allowances <sup>4</sup>	\$106,934
Support Services	\$35,041
Trading & Fundraising	\$7,936
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$73,305
<b>Total Operating Expenditure</b>	<b>\$3,143,394</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$13,354)</b>
<b>Asset Acquisitions</b>	<b>\$25,305</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	\$639,536
Official Account	\$34,046
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$673,582</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$83,435
Other Recurrent Expenditure	\$11,728
Provision Accounts	\$0
Funds Received in Advance	\$21,388
School Based Programs	\$49,487
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$750
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$99,000
Capital - Buildings/Grounds < 12 months	\$80,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$345,788</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.*