

2021 Annual Report to The School Community



School Name: Moriac Primary School (4117)



- 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 21 March 2022 at 12:23 PM by Mark Zahra (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.

To be attested by 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

Moriac Primary School is small regional primary school on the outskirts of Geelong. We have an enrolment of 198 students in 2021 and this has been steady for a number of years. We have a strong sense of community and the school is firmly entrenched within the Moriac township. Our educational experience extends “beyond the school fence line” – reaching into the wider community to extend learning opportunities for all children and will allow community members and organisations to access the school resources to deliver programs for life long learning.

Approximately half of our children come from the township with the remainder travelling from the surrounding areas. Our literacy and numeracy data indicates that our students achieve above state means. We are proud of that but we stand for much more. We have a strong sports and physical education program in our school and we provide pathways for students to represent their school, district, zone and state in many sports. We also provide an exceptional performing arts program where students have the opportunity to sing, dance, create scripts, costumes and props and act in a wonderful performing arts program.

The learning and teaching structure is based on a collaborative model where teams of teachers cooperate in planning, assessment and curriculum delivery, while remaining responsible for a core group of students. The development and maintenance of strong relationships between staff, students and parents are important parts of the culture of the school.

Values

At Moriac Primary School we value a collaborative learning approach that places the child at the centre of learning and teaching. In order for our students to become engaged citizens who can strengthen the wellbeing of their society, we place the utmost importance on the cognitive, physical, creative, social and emotional development of all members of the school. We endeavour for our students to be EXCEPTIONAL, RESPONSIBLE and RESPECTFUL.

Vision (Academic Excellence in a Country Setting)

We aim to implement a rigorous curriculum that ensures our students are highly literate and numerate. We aim to develop critical thinkers and problem solvers; who are kind-hearted and creative, and have a lifetime love of learning. We strive to ensure that our students develop a positive sense of self-worth, confidence and wellbeing, through a focus on teaching them the values of resilience, respect, empathy, integrity and responsibility.

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- Literacy with a focus on writing
- Student agency
- Teacher pedagogical practice
- Instructional leadership
- Professional Learning Communities
- School Wide Positive Behaviour

Workforce Composition

The school consists of 1 Principal Class Officer, 1 Learning Specialist, 1 English Coordinator, 2 Primary Maths/Science Specialists, 7 full time teachers, 6 part time teachers and 5 education support staff.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes has been developed to help us work together to dramatically increase the focus on student learning in schools. The framework allows us to focus on key areas that are known to have the

greatest impact on school improvement. In 2021, Moriac Primary School focussed on embedding and enhancing current practices to ensure maximum impact on student outcomes. We selected 'Curriculum Planning and Assessment' and 'Setting Expectations and Promoting Inclusion' from the FISO improvement initiatives.

Curriculum, Planning and Assessment - In 2021 we have continued the school wide focus on implementing an agreed approach to English (reading and writing) across the school. This work included employing an English Coordinator and then implementing teaching and learning strategies from Prep to year 6 through planning. The Phonics and Decoding strategy that was introduced in 2020 from P-2 was built on and progressed through to year 5, this same strategy was employed by our tutors to support students in reading and writing. We have re-written the English scope and Sequence and built up classroom libraries to support the 'workshop' model. We experienced success with this work, however, we require further time in 2022 to develop depth of knowledge and consistency of practice across the school.

Setting Expectations and Promoting Inclusion- In 2021 we focussed on the implementation of the School Wide Positive Behaviour Framework and Disability Inclusion Model. We built on the Response to Intervention Model. In 2021 we have embedded tier 1 strategies across the school including a new whole school rewards program. Our Learning Specialist picked up the role of Disability Inclusion Leader and has worked extensively with staff to apply adjustments and modifications for both tier 2 and tier 3 students. We require this work to continue into 2022, specifically looking at ensuring consistency of practice across the school particularly through the vehicle of coaching.

Achievement

The Moriac Primary School vision is to implement a rigorous curriculum that ensures our students are highly literate and numerate. We are committed to achieving continuous improvement of learning outcomes for all students. The School expects more than one year's growth for every student across all curriculum areas. Our staff work in collaborative teams to take a shared ownership for monitoring and responding to the learning needs of all students. Through high quality instructional practice and differentiating the curriculum, individual student learning needs are identified and catered for. Multi-skilled teachers, supported by strong leadership and a dedicated team of non-teaching staff, implement a forward thinking, student focused curriculum.

The School strives for the highest standards in English and Mathematics. Due to the pandemic, achievement data was only recorded for Teacher Judgement in English and Mathematics.

Our student achievement in both English and Maths remain high, with almost 90% of students at or above expected standards in both areas. Our learning gain data in all areas of NAPLAN is an area of development. We need to maximise medium and high gain and minimise low gain in 2022.

During periods of remote learning, staff were able to utilise feedback from parents to improve their planners by adding explicit teaching and therefore the quality of work submitted also improved.

Engagement

To support student engagement during the transition back to onsite learning, our school focussed on embedding the Respectful Relationships Curriculum. Growth Mindset was also a major focus in the classroom to improve student resilience.

During the remote learning period, the work quickly shifted to supporting all students and their families and we are proud to say that our students were strongly connected during this time. Staff identified disengagement early and offered on-site care to students, extra Webex meets or phone calls during the week as well as differentiated work for students.

The school forged a strong relationship with Moriac Pre-School to ensure a smooth transition for our 2022 foundation students, our foundation teachers were able to lead weekly sessions at the Moriac Pre-School and build relationships with the students. transition video clips were also developed to support families.

The attitudes to school survey shows that 'Sense of Connectedness' is above like schools and the state average, which is a testament to the work the school did to ensure engagement during remote learning.

In 2022, we will be changing the timetable to improve engagement by have shorter more frequent breaks, we will also

focus on helping student identify their learning goals.

Wellbeing

The School Wide Positive Behaviour initiative underpins the School's approach to wellbeing. To achieve this, the whole school community had a strong focus on creating consistency and building a curriculum plan that explicitly teaches students the expected behaviours and attitudes aligned with the School values. In 2021, we have built the capacity of staff to implement a range of support, intervention and prevention strategies. We also work closely with the Barwon South West Student Support Services and local organisations to support our student and family community. In 2021 our staff also worked collaboratively to develop consistent school wide processes and structures aligned with the Response to Intervention Model.

Moriac Primary School is working hard to build a safe and orderly learning environment. The Students Attitudes to school Student data, Sense of Connectedness to School is above state average, as is our ability to Manage Bullying. To continue this work, we have developed a rigorous wellbeing curriculum aligned with the Victorian Curriculum and reflective of the needs of our community for implementation in F-2 in 2022. We also commenced a review of our current policies to ensure a consistent and purposeful approach. In 2022, we are also continuing the implementation of Disability Inclusion and look forward to identifying how we will utilise the new mental health funding in semester 2.

Finance performance and position

Moriac Primary School ended the 2021 year with \$142,182 surplus and overall financial position of almost \$152,000. Our strong financial position is due to changing our staffing profile, as well as the strategic use of special grants such as the Primary Maths Specialists, Disability Inclusion and Tutoring funding. In 2021 significant funds were allocated to effective resource our classrooms. We also received extraordinary revenue from both the State and Federal Governments due to the pandemic for irregular cleaning and to continue to operate our Out of Hours School Care service at no cost to families. Further funds need to be allocated to continue the development of our grounds as well as continuing to resource our classrooms (especially English and STEM).

For more detailed information regarding our school please visit our website at
www.moriacps.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 198 students were enrolled at this school in 2021, 107 female and 91 male.

0 percent of students had English as an additional language and NDP 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).

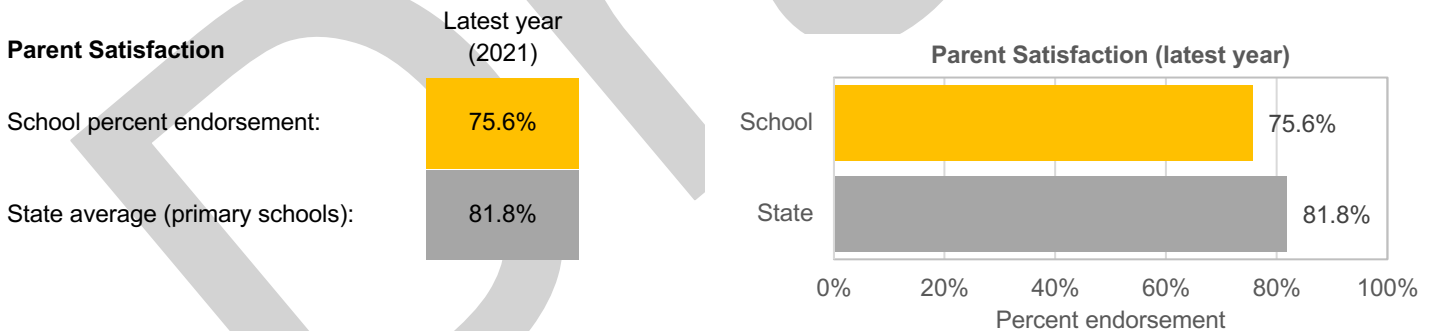
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

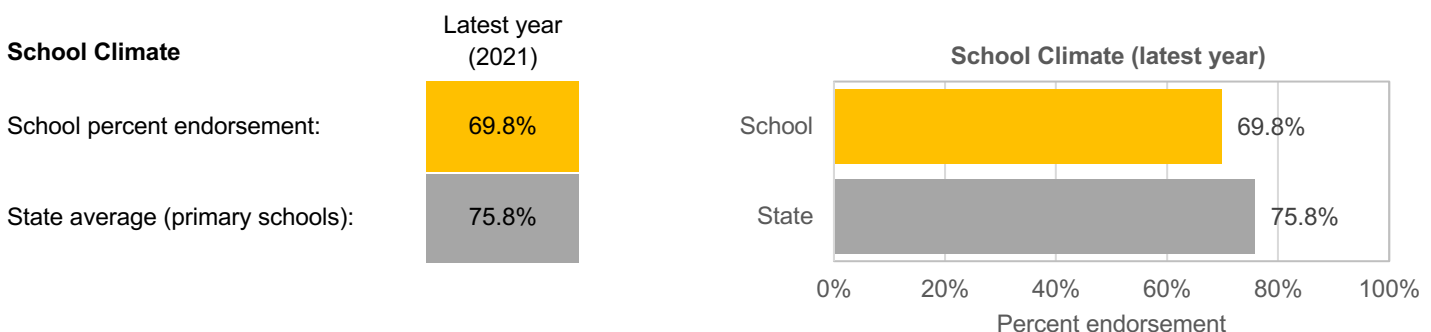


School Staff Survey

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

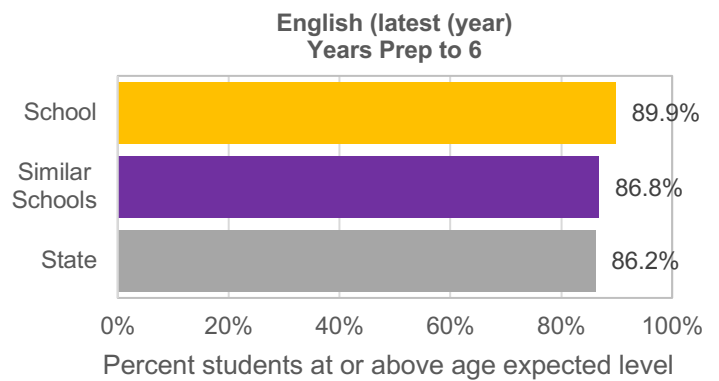
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

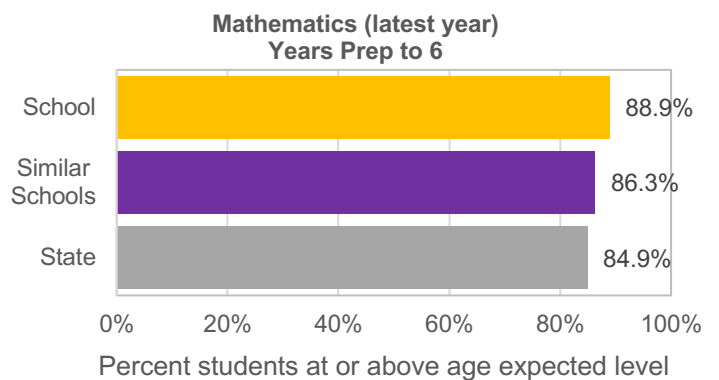
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	89.9%
Similar Schools average:	86.8%
State average:	86.2%



Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	88.9%
Similar Schools average:	86.3%
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.

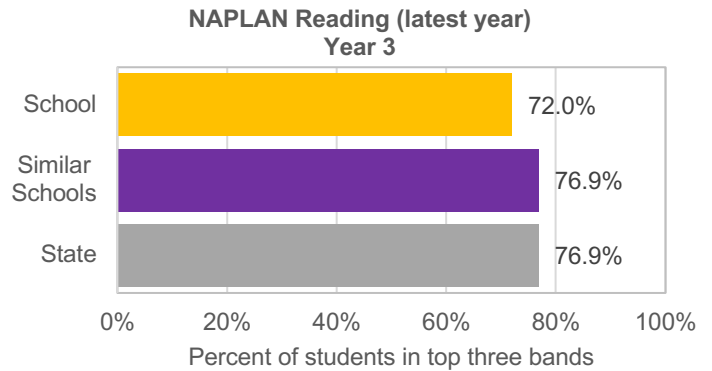
NAPLAN

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.

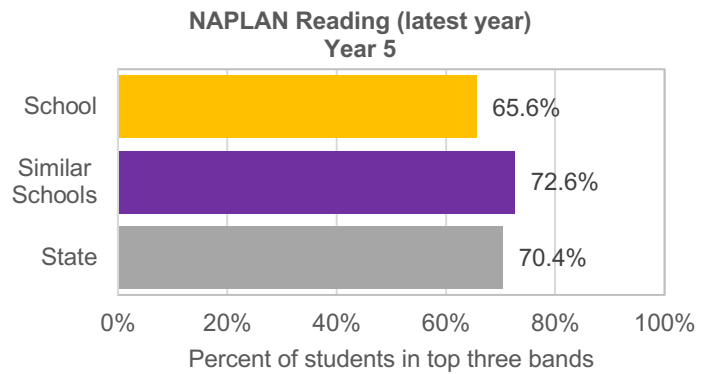
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.0%	75.9%
Similar Schools average:	76.9%	78.2%
State average:	76.9%	76.5%



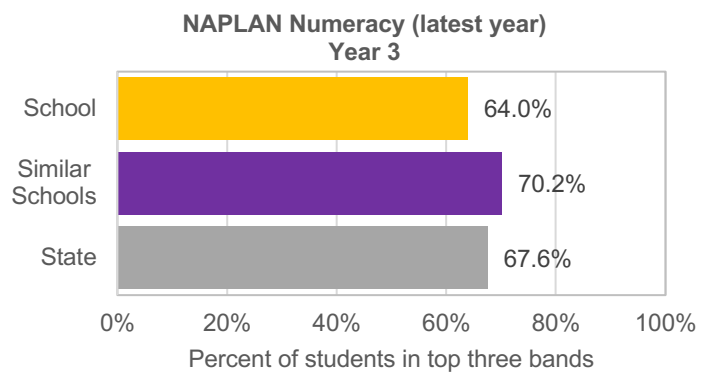
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.6%	65.4%
Similar Schools average:	72.6%	70.2%
State average:	70.4%	67.7%



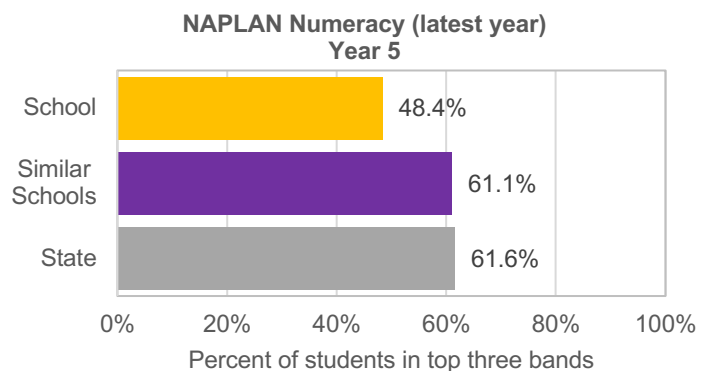
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.0%	64.0%
Similar Schools average:	70.2%	71.6%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.4%	51.9%
Similar Schools average:	61.1%	61.1%
State average:	61.6%	60.0%



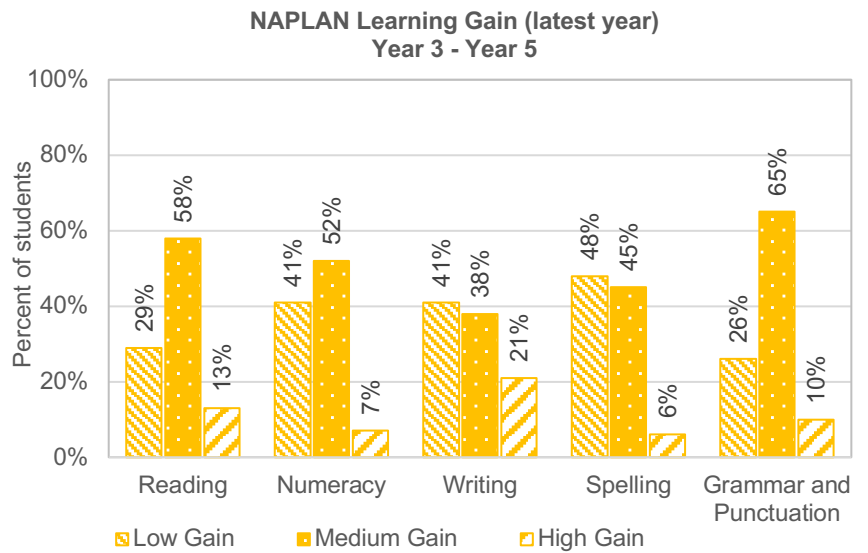
ACHIEVEMENT (continued)

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:	29%	58%	13%	26%
Numeracy:	41%	52%	7%	21%
Writing:	41%	38%	21%	21%
Spelling:	48%	45%	6%	23%
Grammar and Punctuation:	26%	65%	10%	22%



ENGAGEMENT

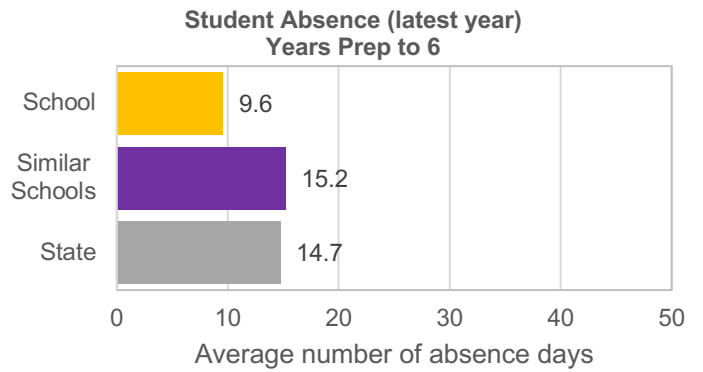
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.6	13.8
Similar Schools average:	15.2	15.2
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):	94%	94%	96%	96%	96%	95%	96%

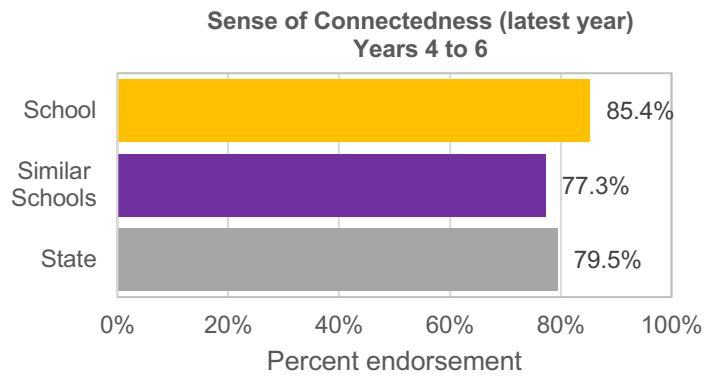
WELLBEING

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:	85.4%	82.7%
Similar Schools average:	77.3%	77.9%
State average:	79.5%	80.4%

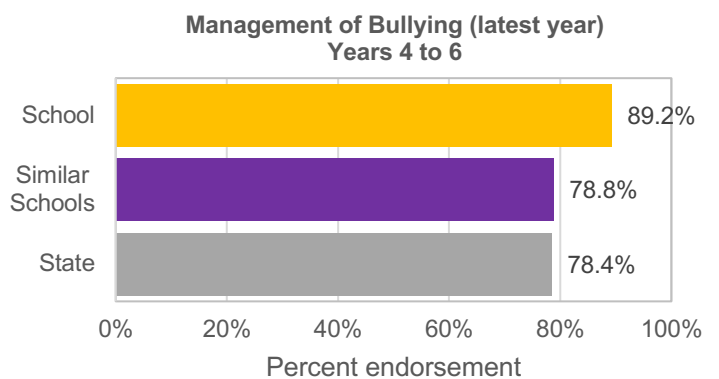


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	89.2%	86.6%
Similar Schools average:	78.8%	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	\$1,786,801
Government Provided DET Grants	\$224,300
Government Grants Commonwealth	\$61,583
Government Grants State	\$1,000
Revenue Other	\$3,208
Locally Raised Funds	\$145,436
Capital Grants	\$0
Total Operating Revenue	\$2,222,328

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,859
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,859

Expenditure	Actual
Student Resource Package ²	\$1,655,031
Adjustments	\$0
Books & Publications	\$1,606
Camps/Excursions/Activities	\$48,557
Communication Costs	\$4,488
Consumables	\$58,398
Miscellaneous Expense ³	\$15,837
Professional Development	\$9,443
Equipment/Maintenance/Hire	\$27,140
Property Services	\$84,549
Salaries & Allowances ⁴	\$117,720
Support Services	\$15,246
Trading & Fundraising	\$29,187
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,944
Total Operating Expenditure	\$2,080,145
Net Operating Surplus/-Deficit	\$142,182
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	\$104,030
Official Account	\$47,604
Other Accounts	\$0
Total Funds Available	\$151,634

Financial Commitments	Actual
Operating Reserve	\$64,410
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$57,224
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$151,634

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.