

2022 Annual Report to the School Community

School Name: Moorabbin Primary School (1111)



- 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 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 27 April 2023 at 02:39 PM by Eudoxia Angelides (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 28 April 2023 at 09:46 AM by Brent Jones (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

Moorabbin Primary School is situated on the borders of the Kingston and Bayside City council areas. The School has had a continued increase of enrolments over the last couple of years with a confirmed enrolment of 439 students for 2022. Moorabbin Primary School is a school with a rich history of strong community involvement and solid academic results and in 2022 celebrated its 150 year anniversary with its local and broader community.

Parents are fully involved with the school, through School Council, P & F, fundraising, supporting new families and generally creating a warm, community feel. The core values of the school are Thoughtful, Enthusiastic, Respect, Responsible, Inclusive, Friendly, Inquisitive and Capable (TERRIFIC). These values are embedded in every aspect of school life. Our Vision, which has been developed by our students is: "We are learners for life, leading the way, who make the most of everyday".

Learning areas at Moorabbin Primary School are stimulating, inviting and provide flexible environments for student learning and effective teaching. In 2022 the school continues to immerse students in language of Mandarin and Science (STEM) learning as stand-alone subjects. This has enhanced our specialist curriculum and has proven to be successful with students highly engaged in their learning and transference of skills to other areas of the curriculum. These two integrated areas compliment the already highly valued Specialist programs of Physical Education, Visual Arts and Performing Arts (Music).

Moorabbin Primary School continues its strong well-being program to ensure that all children are well supported. We provide an Additional needs program as well as valued social skills programs: Restorative Practices, social circles, Resilience project partnership and Respectful Relationships programs that sit alongside the school's well-being pastoral care program. Moorabbin PS partners with the Team Kids who provide Out of School Hours Care including a before and after care program, which has expanded into including a holiday program on site.

The school's purpose is to optimise learning growth in Literacy and Numeracy, empower students to take a higher level of responsibility for their learning, and enhance the well-being of all students. The school's partnership with the community continues to be a highly valued feature of the school. As reported in the annual Parent Opinion Survey, the level of parent endorsement on their school satisfaction is high.

In 2022 Moorabbin Primary had an SFOE of 0.2016. The school proudly caters to a diverse range of families from different ethnic, cultural, and socio-economic backgrounds including 5 Koorie students and 2 Torres strait Islander students.

Attention is paid to the individual needs (academic, social and emotional) of all students. The aim of this practice is to cater for individual differences and enhance the chance for connection and positive emotional dialogue between the student and school life. The integration of Information Communication Technologies throughout the curriculum strengthens the stimulating programs offered.

The school has a full time equivalent staff of 28.6 which represents:

- 29 Teaching staff
- 26.6 Full time staff
- 14 non teaching staff
- 8.8 full time non equivalent staff

These staff make up Physical Education, Mandarin, Art, Music and Science. As well as providing 3 learning specialists and 2.5 Tutors to implement the tutor learning initiative to support students learning after the pandemic lock down.

Progress towards strategic goals, student outcomes and student engagement

Learning

ALL schools across the state had compulsory goals in their Annual Implementation Plans

1. Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
2. Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable in the classroom

The major priorities of the school's work was based on these goals:

Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection to strengthen teaching practice with a focus in Numeracy and Writing.

Plan and deliver whole school professional learning in evidence-based approaches to support students with additional needs and/or disabilities in the classroom.

During 2022 the school was engaged in continuing its work on the second year of our 4 yearly School Strategic Plan. Additional teaching and learning resources and personnel to support student learning were employed- including a speech pathologist and a school-based Psychologist, extra ES staff were added to our school structures as well as increasing our learning specialists to incorporate coaching and mentoring for all staff in mathematics and English teaching and learning strategies; alongside the tutor learning initiative.

Tailored assessments to understand and target student learning needs were introduced with a tracking program called Xuno and the implementation of challenging learning tasks to extend all students in their understanding of mathematical concepts became a focus as well.

Professional Learning Communities (PLC) were re-established and the culture of collegiality, collective efficacy and collaboration that exists among staff helped to establish high levels of relational trust. Staff have continued to participate in professional learning and adopt new approaches to the teaching of Reading and Writing and the pieces are in place for successful PLCs to run over the course of the SSP. A focus will be on differentiating learning for all students and effectively using data to identify students' next level of learning. We continued to develop teachers' knowledge of phonics, phonemic awareness, fluency, comprehension, vocabulary and how to teach these effectively. We undertook professional learning from our Education Improvement Leaders on differentiation of mathematics and writing strategies within the classroom - focusing on creating, extending and enabling Mathematics tasks with a practical component attached.

Wellbeing

ALL schools across the state had compulsory goals in their Annual Implementation Plans

1. Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
2. Well-being - Effectively mobilise available resources to support students' well-being and mental health, especially the most vulnerable Classroom

As a school, key Wellbeing Goals were identified for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities.

It was also important to establish/embed a tiered social regulation / engagement model as many students and families were "dysregulated/ anxious/worried but very keen to move forward" The school used its TERRIFIC framework Creating and maintaining a positive learning environment throughout 2022.

We saw an increase in some factors of the Attitudes to School Survey (AtoSS) compared to the previous year.

Student Attitudes to School – students Sense of Connectedness, as reported in the Attitudes to School Survey, showed Moorabbin Primary students Overall student Sense of Connectedness was 77% with a lower score from 2021. Clearly the pandemic and the enrolment of many students from other settings had a major effect to the overall scores around connectedness and overall attitude to school.

As part of the schools continued work these strategies were in place:

- The Resilience Project resources were used to support health and wellbeing in the classroom and at home where possible, and also regularly referenced during wellbeing sessions. All students accessed their reflective journals to help them appreciate and understand the importance of Gratitude, Empathy and Mindfulness.
- Respectful Relationships (a DET initiative that we have been involved with for a few years now) lessons were delivered during Wellbeing lessons
- Selected students also participated in a Music Therapy program to help with re-engagement after lockdowns. This is something we're keen to continue in 2023.
- Students at risk were supported by an extensive network of DET and external agencies that address specific needs. Speech pathologists and external psychologists were employed to ensure families and students had access to services that assist them to learn and develop academically and socially. Murray Everly (Clinical Psychologist) was accessed by some families in 2022. We employed our own Speech pathologist one day per week, to complete initial screening assessments as well as provide targeted group and individual interventions throughout the year for those most 'at risk.'

We aimed to achieve Improved Health and Wellbeing outcomes through developing Resilience in students. This was achieved by creating a consistent approach to our 'well-being sessions' and included the teaching of our school VALUES, circle time, restorative chats and deepening our knowledge and understanding of the "Resilience Project" resources.

We were able to increase student well-being and connectedness through running EVENTS such as the School Fun Run and Tabloid Sports days as well as having a formal graduation ceremony at the end of the year. We will continue to run camps in 2023 for our year 4-6 students despite the impact the new Victorian School's Agreement will have.

Engagement

The Previous two years of restrictions to on-site attendance and learning impacted the schools and communities efforts to engage families- including welcome BBQ's, School Concert's and our very well attended assemblies. 2022 was the year to rebuild and reconnect on all levels from entering the school grounds, to being allowed into the school buildings and making staff, students and parents feel like they belonged and could re-engage and be part of the school again.

So many people feared interpersonal connections and it took a very long time for the community to start feeling "safe" in and around the school. Students in years 4,5 and 6 attended planned camps and by the end of the year a number of whole school events had taken place.

Our efforts to improve student and parent engagement saw us send regular compass updates to all families and we continued with our social media platforms. An MPS Facebook/ Instagram and Photobook accounts were used more frequently to promote School wide events – Whole School events like the 150 year anniversary, Fun Run, mini concerts, Transition sessions, Mothers' day and Fathers' day open afternoons and a Science fair open night were among the successful connections the school held.

Parent satisfaction, although having a low response rate, as part of the Parent Survey indicated a high percentage of continued endorsement (75%) which matched the state (76%) To support student engagement during the transition back to onsite learning, our staff worked exceptionally hard to provide our students with a broad range of activities, learning opportunities and events. Disability inclusion funding was accessed to create an important role to support student wellbeing - and identify Tier 2 students and the adjustments we need make for them supplementary, substantial and extensive- so that all students can access learning opportunities. We dedicated the last 30 minutes of most teaching days to student wellbeing. This included accessing Resilience Project, Respectful Relationships, and Music Therapy and Grow your mind resources. We analysed the Nationally Consistent Collection of Data further to target student supports. Our Assistant principal presented to staff on the types of adjustments that could be made for students and staff that would have the greatest impact to teaching and learning.

Strategies to address student non-attendance included students' attendance being closely monitored through CASES21. The average number of school absence days across the school was 38% per student in 2022. Although higher than in recent years, this is less than the average for the State Average (44%)

Our Review and subsequent establishment of our SSP goals, targets and Key Improvement Strategy saw us focusing in the second half of the year on Building School pride as well as Intellectual Engagement and Self Awareness to increase student engagement in learning.

Building the capability of staff and students to give and receive targeted feedback to improve student learning was a huge area of focus in term 3 and 4 of 2022 as well as Developing and implementing a consistent approach to student involvement in goal setting and the monitoring of their learning based on data and evidence. This will be a continued focus in 2023 to increase the data sets for student voice and agency which continues to be low.

Other highlights from the school year

in 2022 our school community celebrated the much anticipated 150 year anniversary and opening up of a time capsule that was buried in 1977. In front of a huge crowd we held a Welcome to Country and a smoking ceremony with Bunurong council members and many, many parents, carers both past and present community participants in attendance also took part. it was a wonderful celebration and time for reflection as we looked back into the past of the school, its land and its involvement in the Bayside/kingston community and also looked forward as we unveiled some upcoming plans for the refurbishment of Moorabbin primary which will be due for commencement sometime in 2023.

Financial performance

Our school finances remain very healthy due in part to the vigilance of our Business Manager and Council Finance team. After an audit in 2021 and again in 2022, we adjusted some recording mechanisms to ensure compliance and exceptional accuracy with our income and expenditure. There was a significant amount of expenditure due to the increased need for Casual Replacement Teachers (CRT) needed for coverage of staff impacted by COVID. Strict School Operations Guidelines meant that isolation for many staff (7 days at a time) was a very real disruption to our work.

We also made a conscious decision to build upon the Shade Sail grant we received by expanding construction to include a new grassed eating area near under the new shade sail. Support Services and Trading and Fundraising expenses were also higher than in previous years - offset by an increase in Locally Raised Funds (parent payments, building funds, raffles, hire of facilities)

For more detailed information regarding our school please visit our website at
<https://www.moorabbin.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 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 439 students were enrolled at this school in 2022, 219 female and 220 male.

11 percent of students had English as an additional language and 1 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).

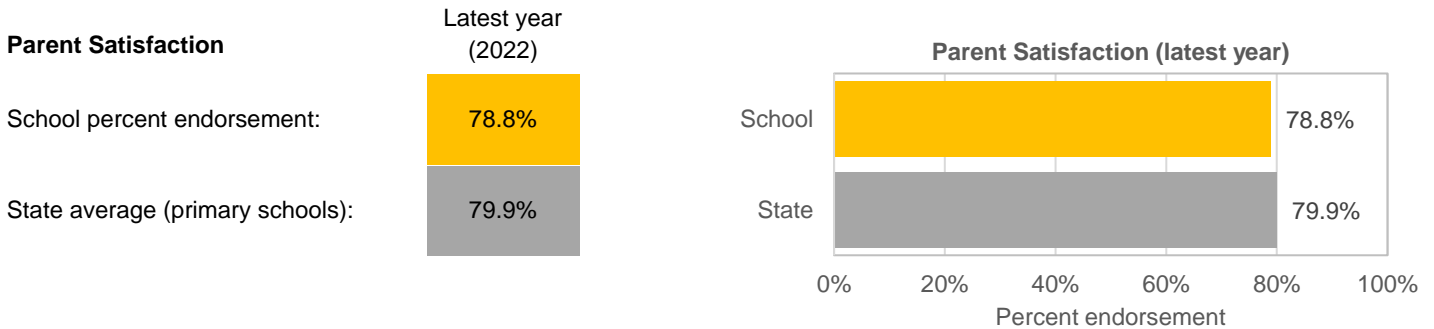
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

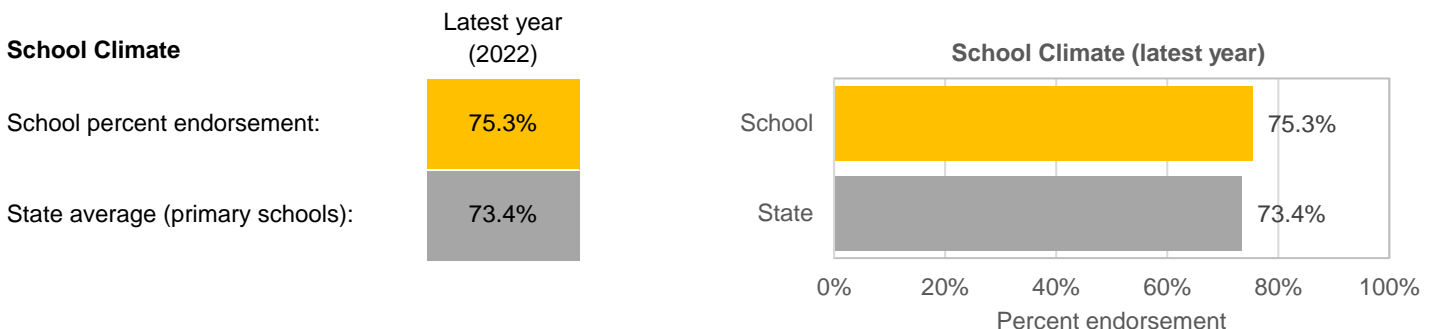


School Staff Survey

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.



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:

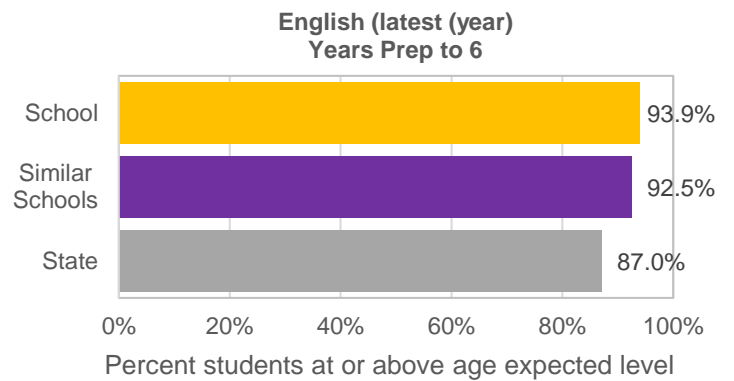
93.9%

Similar Schools average:

92.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

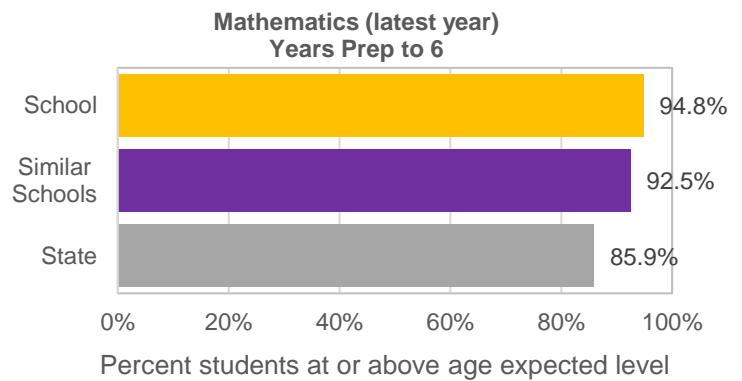
94.8%

Similar Schools average:

92.5%

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.

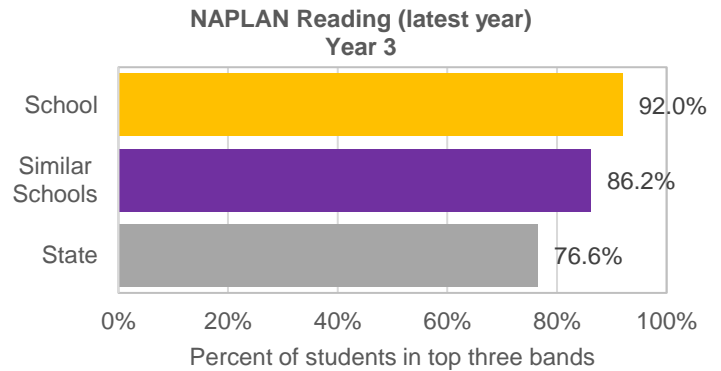
NAPLAN

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.

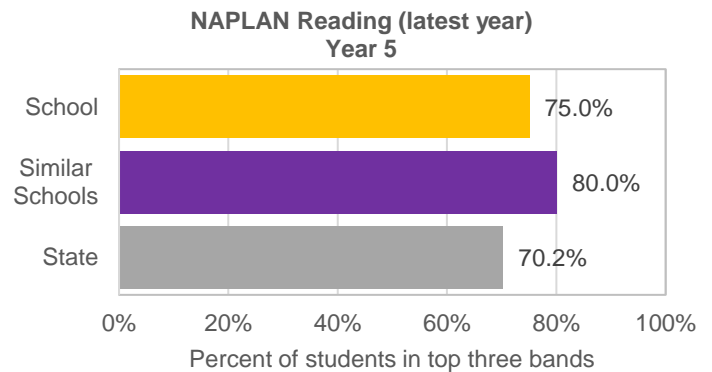
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.0%	84.3%
Similar Schools average:	86.2%	86.2%
State average:	76.6%	76.6%



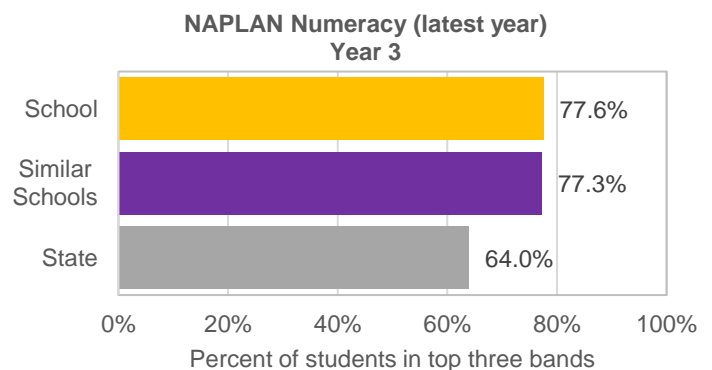
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	77.1%
Similar Schools average:	80.0%	79.9%
State average:	70.2%	69.5%



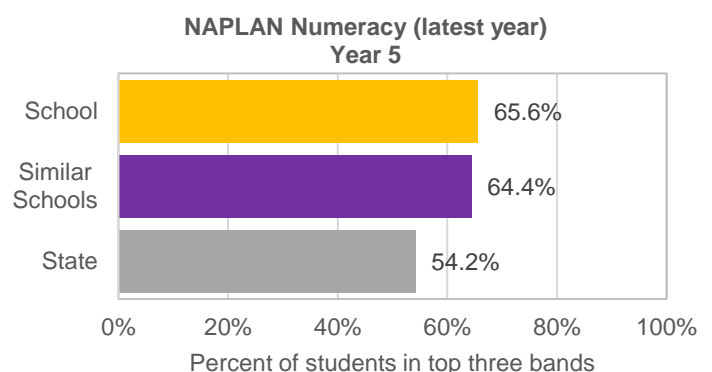
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.6%	75.8%
Similar Schools average:	77.3%	78.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.6%	69.0%
Similar Schools average:	64.4%	69.6%
State average:	54.2%	58.8%



WELLBEING

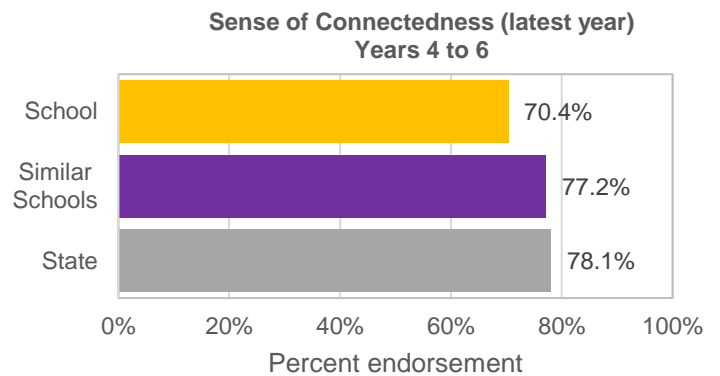
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	70.4%	78.4%
Similar Schools average:	77.2%	79.9%
State average:	78.1%	79.5%

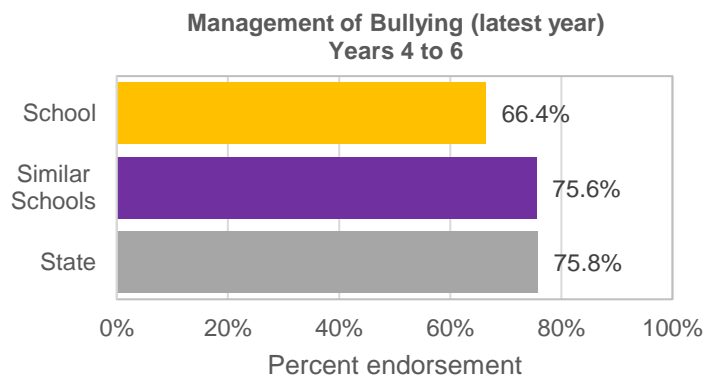


Student Attitudes to School – Management of Bullying

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:	66.4%	77.4%
Similar Schools average:	75.6%	79.0%
State average:	75.8%	78.3%



ENGAGEMENT

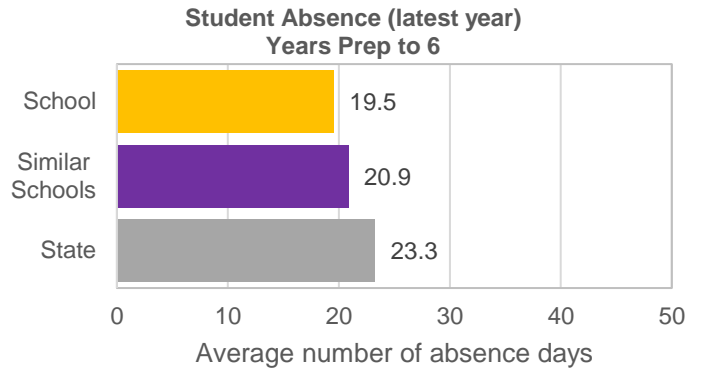
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.5	13.2
Similar Schools average:	20.9	14.5
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):	91%	90%	90%	90%	90%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,727,886
Government Provided DET Grants	\$582,147
Government Grants Commonwealth	\$44,977
Government Grants State	\$0
Revenue Other	\$28,056
Locally Raised Funds	\$365,684
Capital Grants	\$0
Total Operating Revenue	\$4,748,751

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,688
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,688

Expenditure	Actual
Student Resource Package ²	\$3,711,361
Adjustments	\$0
Books & Publications	\$901
Camps/Excursions/Activities	\$94,422
Communication Costs	\$8,310
Consumables	\$82,849
Miscellaneous Expense ³	\$16,519
Professional Development	\$28,351
Equipment/Maintenance/Hire	\$61,461
Property Services	\$108,437
Salaries & Allowances ⁴	\$4,483
Support Services	\$222,350
Trading & Fundraising	\$57,346
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$40,277
Total Operating Expenditure	\$4,437,066
Net Operating Surplus/-Deficit	\$311,685
Asset Acquisitions	\$69,160

- (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

Funds available	Actual
High Yield Investment Account	\$470,393
Official Account	\$47,998
Other Accounts	\$39,266
Total Funds Available	\$557,658

Financial Commitments	Actual
Operating Reserve	\$108,055
Other Recurrent Expenditure	\$22,426
Provision Accounts	\$0
Funds Received in Advance	\$52,687
School Based Programs	\$37,323
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$150,254
Maintenance - Buildings/Grounds < 12 months	\$81,532
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$557,277

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.