

# 2022 Annual Report to the School Community

School Name: Moyston Primary School (1263)



- 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 21 April 2023 at 12:21 PM by Natalie Dowsett (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 21 April 2023 at 02:00 PM by Gareth Olver (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

Moyston Primary School is located in a picturesque setting located just 15 minutes drive from Ararat and a 26 minute drive from Halls Gap. We are a small rural school set at the base of the Grampians and has served the educational needs of the community since 1874. Students come from nearby farms, 5 – 10 hectare rural-residential blocks and the township. In 2022 our SOFE was classed as Medium. Our enrolment consisted of 44 students broken up in 3 classes. P-1 class (14 students), 2-3 class (13 students) and 4-6 (15 students) we also offered a tutor and intervention program where students were given support at the point of need. We had 6 staff members; 1 Principal, 3 full time teachers, Business Manager at (0.6) and 1 Education Support. The school provides a harmonious, stimulating and happy learning environment that builds a strong sense of belonging and connectedness. This provides children with the values and skills required to make responsible decisions and meet the challenges that life presents. The school considers all students' learning styles with high quality comprehensive education ensuring that all students' individual learning needs are being met. Students are encouraged and supported to achieve high academic standards and become Critical problem solvers and Lifelong Learners. Moyston PS strives to equip students with capacities to manage themselves and their relations with others, to understand and act effectively in the world, and to prepare them for success in education, work and life.

Our school values are:

**RESILIENCE:** I bounce back and don't give in and I make the right choice when dealing with difficult situations.

**RESPONSIBILITY:** I am trustworthy, reliable and able to make safe and sensible decisions. I take ownership of my actions.

**EXCELLENCE:** I strive to achieve my best at all times.

Students participate in a comprehensive Victorian Curriculum, the Swim and Survive swimming program, Camps/Excursions, Inter-school Athletic and Swimming Sports, Auslan forms a large part of our LOTE program and we are serviced by the Mobile Area Resource Center (Mobile Library). Moyston Primary School, in conjunction with local schools Maroona and Buangor Primary Schools, enjoy shared group days, cultural activities, sporting opportunities, camps, transition and networking opportunities. The school has modern classrooms, Art Room, Student kitchen, Multipurpose Room, outdoor covered areas and a strong and comprehensive focus on ICT across all areas of the curriculum. The expansive grounds include a BMX track, Half Pipe, playground equipment, a games area including outdoor chess, noughts and crosses, school garden including poultry, oval, beach Volleyball court, and large Basketball court. Playgroup also runs monthly in conjunction with the Maternal Health Nurse the first Wednesday of each month. The school grounds provide both large open spaces for play and activities while maintaining the feel of being very much within a rich, natural environment. The school nature reserve provides an added dimension for activities and programs.

---

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

### Learning

At Moyston Primary School three core interrelated strands encompass all areas of learning which form the basis for planning and programming. Physical and Personal Learning – Health and Physical Education, Personal Learning, Interpersonal Learning, Civics and Citizenship. Discipline Based Learning – The Arts, English, Languages Other Than English, Humanities (Geography, History and Economics), Mathematics and Science. Interdisciplinary Learning – Communication, Design, Creativity and Technology, Information and Communications Technology and Thinking. Early Years Programming and catering for individual learning needs are strong features across the school. Multi-age groupings operate in all curriculum areas from Prep to Grade 6. The school broadens its curriculum options by utilising the services of the Mobile Area Resource Centre based in Great Western. Strategies used to enhance children's learning include: cross-age tutoring, buddy system, multi-age groupings and one-on-one intervention. Additional programs that assist in the all-round development of the child, including Junior School Council, Swimming Program, Athletics, cluster school activities, bike safety education, Zone sporting opportunities, extensive transition activities, camps and School Concerts.

2022 was the first full year of teaching in a couple of years. Students took a while to be able to settle back into school routines also having two new teachers begin at the school. Having a record enrolment of 10 foundation students a new phonics program was introduced, along with new class structures. NAPLAN, 4 year average showed we were strong year 5 numeracy, but clearly COVID played a significant barrier with the year 3 results as their early years learning was heavily impacted during 2020 and 2021.

### Wellbeing

At Moyston Primary School Health and Wellbeing was and is always a high priority particularly in 2022 taking into consideration the challenging times we were faced coming back to a full year with no disruptions. The attitudes to school survey showed where 88% of students shown to be connected to the school against other similar school average of 82.3% and the state average 78.1%. Our school modified the delivery of health and wellbeing supports to students and their families, by:

- Maintaining a positive and safe learning culture through our whole-school approach by embedding the Respectful Relationship Program
  - Began fortnightly assemblies again, open days and welcome days, this ensured we as a community became involved again.
- The attitudes to school survey also showed that students feel safe with 93.3% students against 83.6% similar school and 75.8% in the state at school from bullying. This shows the connection as a whole school and respect the students have between each other, their teachers and the whole community.

## Engagement

Moyston Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity. This year we focused on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and in 2022 we used the Respectful Relationships Program to empower our students and to continue to build that connection and pride amongst all of the uncertainty that there was during 2022.

Our school attendance was strong where the past year had not affected us, with students averaged 18 average days off against 24.6 similar schools and 23.3 for the state.

---

## Other highlights from the school year

Moyston Primary School has a strong sense of connectedness. Our school takes pride and has had three shade structures erected to provide continuing shade in our large outdoor setting. Our bushfire program lent us to replace all wooden fences to metal this continues to provide us with a safe school during bushfire season. We were also successful in a grant to run Out of School Hours Care beginning 2023.

Students were lucky enough to continue to attend camps. Camps consisted of a trip to the Snow, Melbourne, Cave Hill Creek and trip to Ballarat.

We held a cluster cross country day and swimming carnival and came together with 5 other schools for our yearly athletics sports. Students also participated in our skills and coldwater swimming program that runs over two weeks.

We held community BBQ to raise money including students running their own stall at a local market with homemade items.

We held our end of year celebrations celebrating our grade six graduation and whole school 'Jive Bunny' performance, followed by a school picnic gathering and presentation and a special guest appearance from Santa. We also celebrated and unveiled an indigenous mural that was created during term 4 by the students, celebrating the five indigenous seasons in our area Djab Wurrung and our new three flag poles.

---

## Financial performance

We were lucky enough to attract two new teachers through the Targeting Financial Initiative program. This funding was used to help new teachers settle into the area and to up skill teachers. We were successful in three shade grants and \$70,000 grant to get the Out Of School Care program started in 2023. We receive money from the Bushfire preparedness program as well as been successful in a Woolworths grant to create an indigenous garden in our front yard.

Through Vic Roads we also successful in a grant for Bike Maintenance and Bike Education in excess of \$5,000. This has helped with up skilling staff with Bike Education training and maintenance of our BMX bikes.

We were involved in our first DIP and was successful for Tier 3 funding. Equity funding and disability funding were used towards Education Support staff and Teaching Staff.

**For more detailed information regarding our school please visit our website at**

**<https://www.moystonps.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 44 students were enrolled at this school in 2022, 24 female and 20 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).

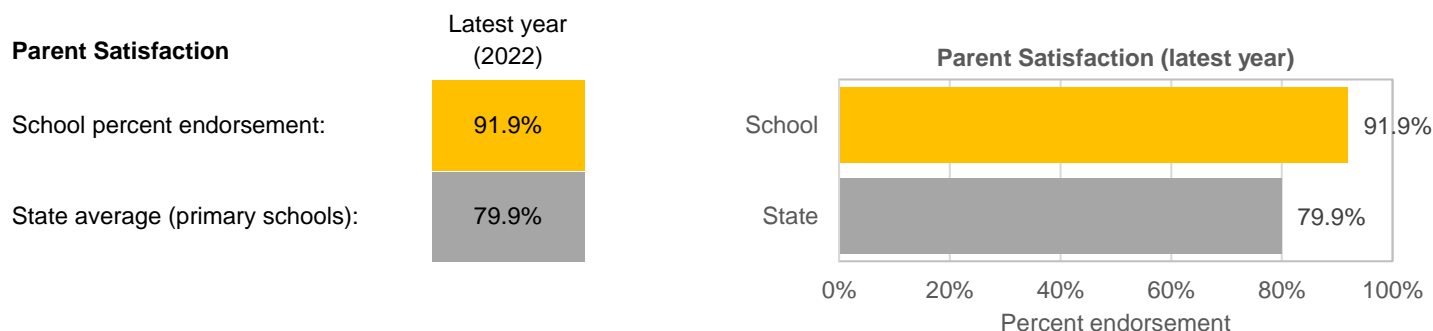
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

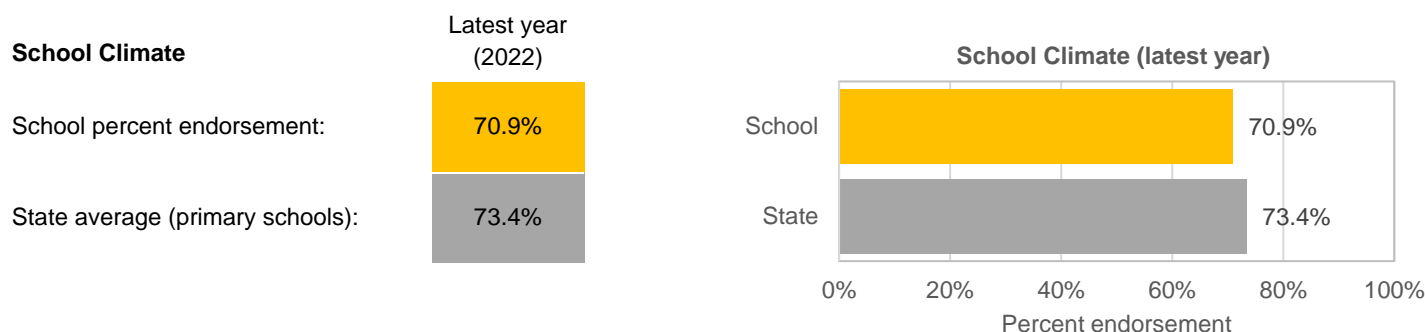


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## 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:

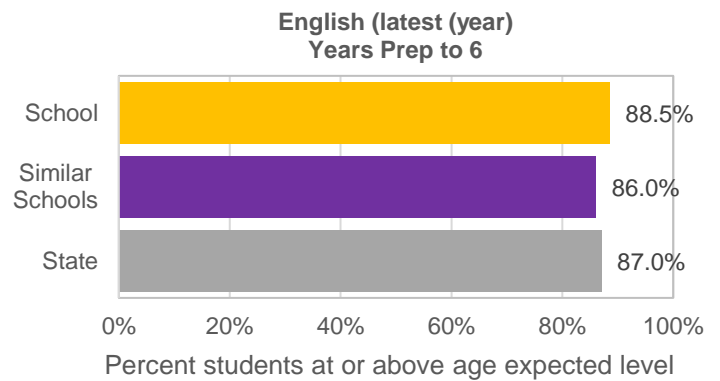
88.5%

Similar Schools average:

86.0%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

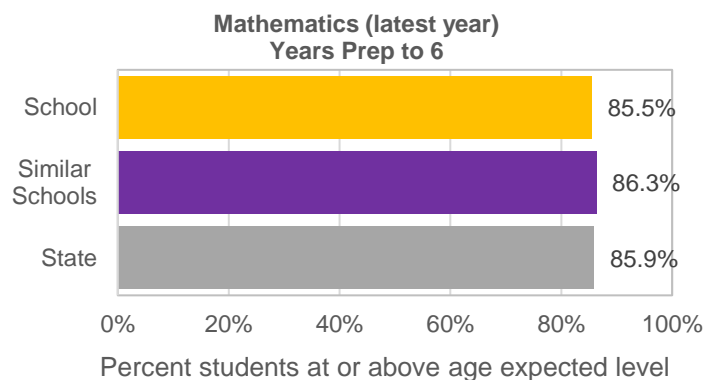
85.5%

Similar Schools average:

86.3%

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.

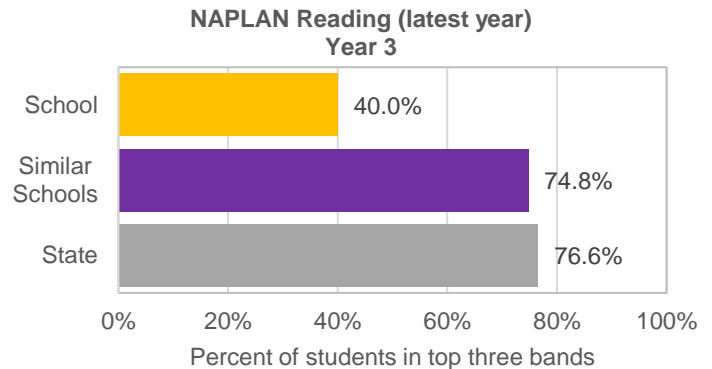
### NAPLAN

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.

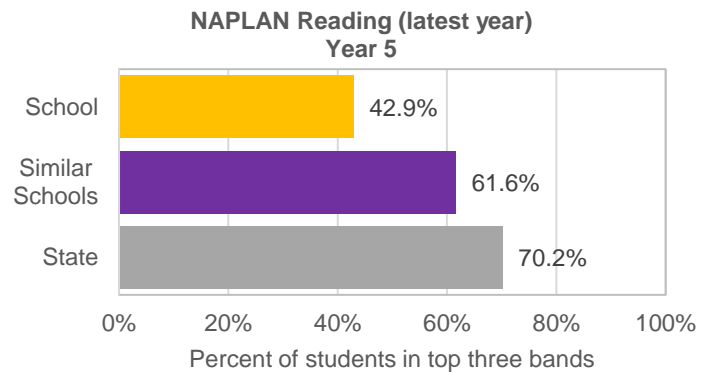
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	64.7%
Similar Schools average:	74.8%	73.3%
State average:	76.6%	76.6%



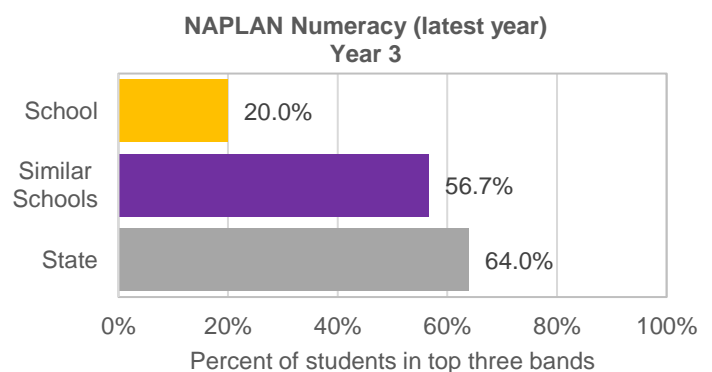
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.9%	52.6%
Similar Schools average:	61.6%	62.2%
State average:	70.2%	69.5%



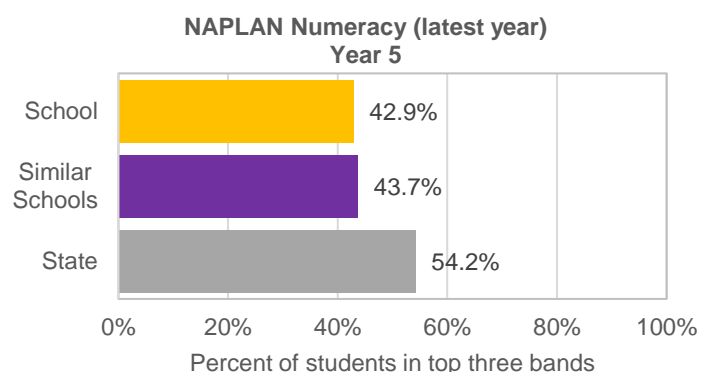
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	20.0%	61.1%
Similar Schools average:	56.7%	62.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.9%	61.1%
Similar Schools average:	43.7%	52.5%
State average:	54.2%	58.8%



## WELLBEING

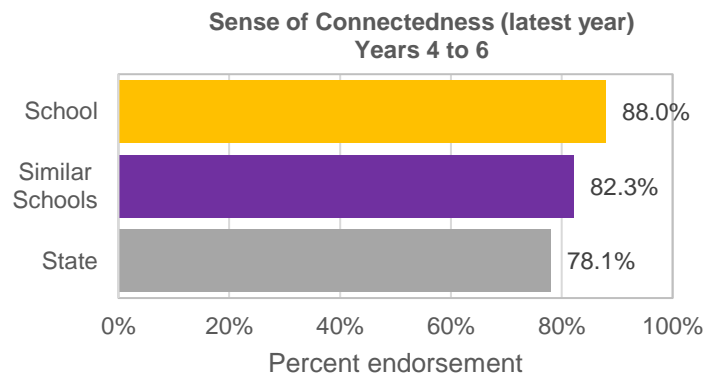
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	88.0%	87.3%
Similar Schools average:	82.3%	83.2%
State average:	78.1%	79.5%

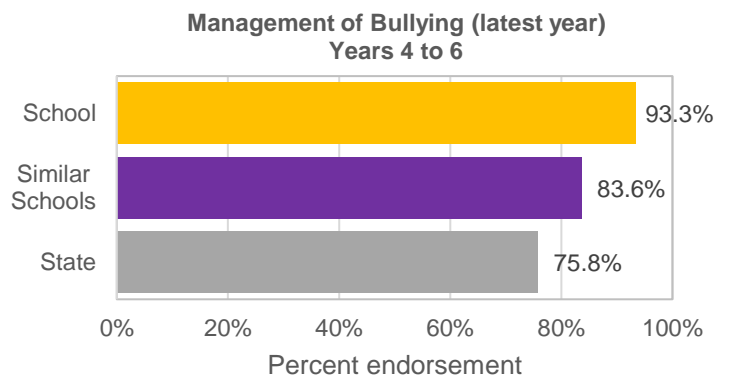


### Student Attitudes to School – Management of Bullying

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:	93.3%	92.9%
Similar Schools average:	83.6%	85.8%
State average:	75.8%	78.3%



## ENGAGEMENT

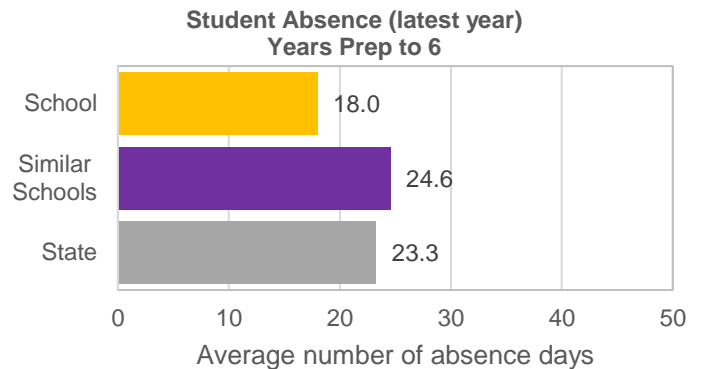
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	18.0	11.8
Similar Schools average:	24.6	17.8
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%	91%	NDP	92%	88%	93%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$625,209
Government Provided DET Grants	\$266,066
Government Grants Commonwealth	\$59,411
Government Grants State	\$0
Revenue Other	\$1,873
Locally Raised Funds	\$37,348
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$989,907</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$33,974
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$33,974</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$591,751
Adjustments	\$0
Books & Publications	\$1,172
Camps/Excursions/Activities	\$14,199
Communication Costs	\$604
Consumables	\$25,649
Miscellaneous Expense <sup>3</sup>	\$13,097
Professional Development	\$2,357
Equipment/Maintenance/Hire	\$36,291
Property Services	\$67,836
Salaries & Allowances <sup>4</sup>	\$53,732
Support Services	\$12,594
Trading & Fundraising	\$9,304
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,713
Utilities	\$4,983
<b>Total Operating Expenditure</b>	<b>\$836,281</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$153,626</b>
<b>Asset Acquisitions</b>	<b>\$42,650</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	\$112,461
Official Account	\$17,095
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$129,556</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$31,314
Other Recurrent Expenditure	\$6,267
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$71,485
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$24,386
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>\$133,452</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.*