

# 2021 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 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 26 April 2022 at 03:21 PM by Natalie Dowsett (Principal)

- This 2021 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 26 April 2022 at 04:15 PM by Gareth Olver (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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### 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 2021 our SOFE was .044 and our school consisted of a P-3 class (19 students), 3-6 class (20 students) we also offered a tutor and intervention program where students were given support at the point of need. We had 5 staff members; 1 Principal, 2.5 full time teachers and a Business Manager at (0.5).

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 Life Long 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.

were introduced and began to embed into our school and community wide.

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. In 2013, 2014, 2015, 2016, 2017 and 2018 the school competed in the Victorian Schools Cycling Cup BMX series against over 300 other schools from across Victoria, winning the Overall Aggregate points to become the State Champion School 5 years in a row. 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 includes a BMX track, Half Pipe, playground equipment, a games area including outdoor chess, naughts 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.

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### Framework for Improving Student Outcomes (FISO)

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.

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## Achievement

In 2021 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. During 2021, we experienced yet again remote learning, for an extended period. Whilst this was challenging for all staff, students and families, we continued to support all students and the community responded very well. We based our learning on self - directed and project- based tasks, where teachers differentiated individually to cater for all students. Teachers had clear weekly plans for students and families to follow, with timetabled WebEx classes and well being check in's. Students/ parents were able to contact all staff at all times when they required assistance.

The Tutor Learning Initiative and identified students were supported to address any learning gaps. There has been an array of accomplishments in the Learning space and our data supports these achievements:

- Year 3 - 67% of students were in top two bands for Writing and for Year 5, 50% in the top two bands – both results well above State.
- Benchmark Growth NAPLAN Writing – 50% meeting or above. (State 21%)
- Our review of Instructional Models has occurred and will be finalized in 2022.
- Assessment and data-walls have evolved and are being utilised effectively by staff.

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## 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 2021 we used the Resilience project to empower our students and to continue to build that connection and pride amongst all of the uncertainty that there was during 2021.

During the review we identified that more opportunities for student voice and development of student agency needed to be developed but our ability to nurture all of our students across was not compromised. Students were also authentically engaged as stakeholders in the school review process via web ex interviews.

Our school attendance was strong where the past year had not effected us, with students averaged 8% school absence days, where similar schools average was 15.5% and state average 14.7%.

## Wellbeing

At Moyston Primary School Health and Wellbeing was and is always a high priority in particular in the 2021 taking into consideration the challenging times we were faced with, this was evident in the attitudes to school survey showed where 86.2% of students shown to be connected to the school against other similar schools average of 84.4% and the state average 79.5%.

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 Resilience Project on weekly Wellbeing Days
- Continued regular online assemblies and a wide array of fun and engaging activities designed and sent out to all households to complete, then we celebrated together!
- WebEx classes had specific lessons using GEM TV to discuss Gratitude, Empathy and Mindfulness
- Use of YouTube to disseminate recorded student assemblies.

Our community and student resilience which also came out very positive during our Review. We have worked hard work to build positive relationships and a growth mindset over the past 4 years amongst our community and students which was certainly visible and practiced through all of the barriers we have endure where the parent satisfaction summary shows that 96.7% were satisfied against the state average of 81.8%, and with our school climate of 90.4% against state average of 75.8%. These figures are good indication that the community and students are happy and connected even through the past two trying years.

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## Finance performance and position

Staff planning and management was sustainable over 2021. Fundraising was difficult during 2021, as a whole school we manage our school finances and regularly monitored our expenditure carefully and school wide priorities. We worked hard to offer professional development opportunities for staff via Webex through a Professional Learning Community (PLC) with other rural school and through the ASSIST program during 2021.

In 2021, we renovated our main building to make it a more functional building and to adapt to the changes due to remote learning. We turned our open classroom and office design into a separate classroom, principal office and a main office area. We also had two successful grant applications in excess of \$50,000 which will provide us with one shade sail to be erected over our outdoor chess board, and a shade structure erected out the front of our renovated Multipurpose Room.

The bushfire allocated funds helped replace some wooden fencing, make concrete paths to evacuation points and replace wooden seating.

Moyston Primary School maintained a sustainable position throughout 2021. The School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities regardless of the COVID interruptions. Students still went on camps and interacted with online incursions. The Financial Performance and Position report shows an end of year surplus of \$26,060.

**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.

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 34 students were enrolled at this school in 2021, 17 female and 17 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).

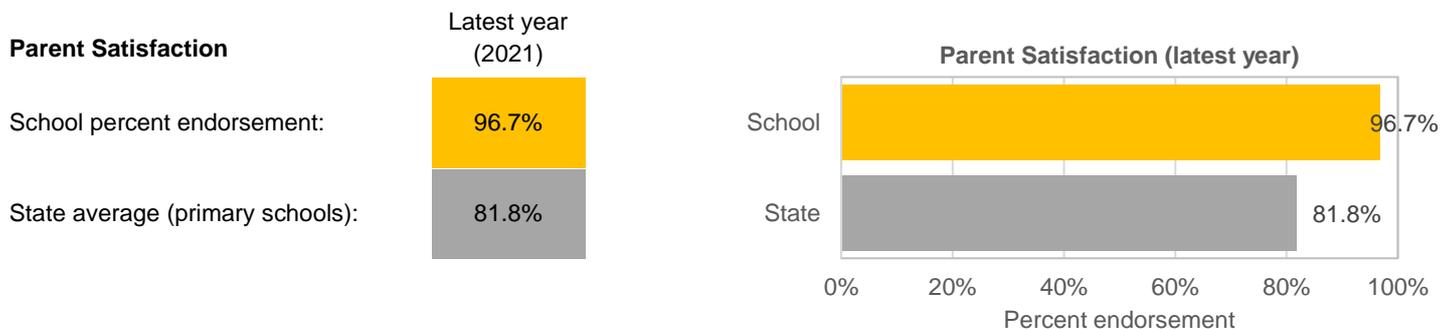
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

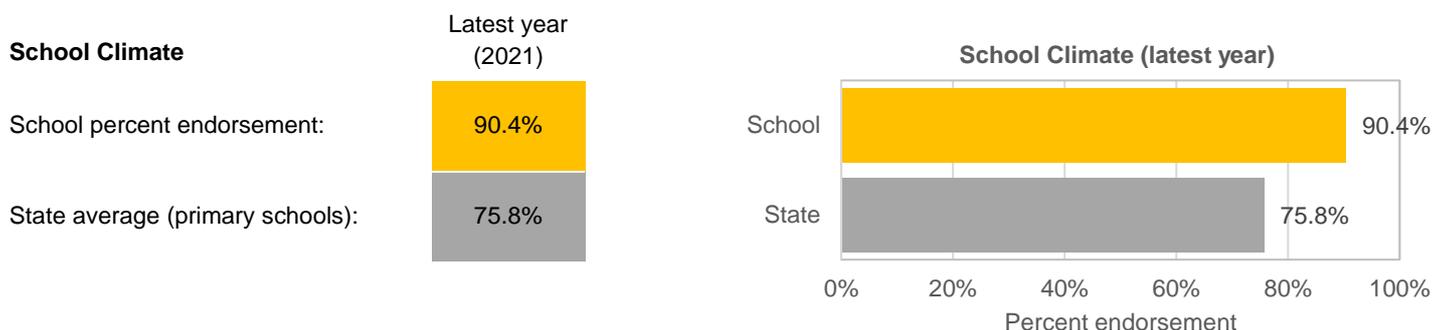


### School Staff Survey

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.



## 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:

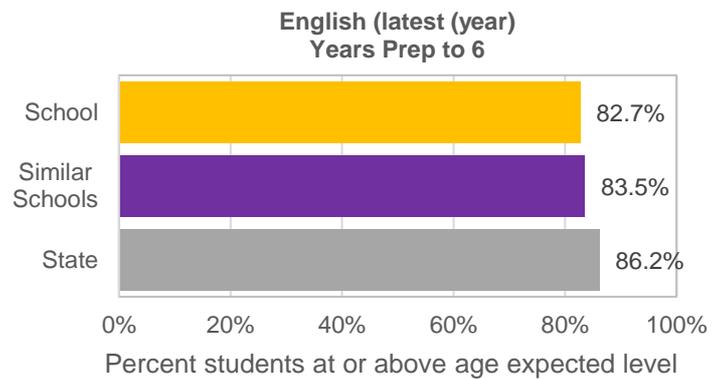
82.7%

Similar Schools average:

83.5%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

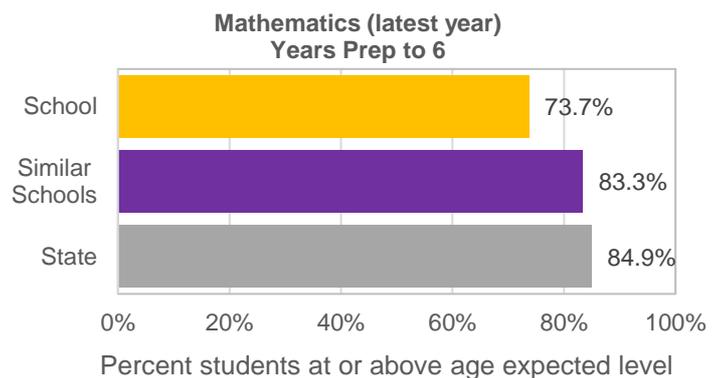
73.7%

Similar Schools average:

83.3%

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.

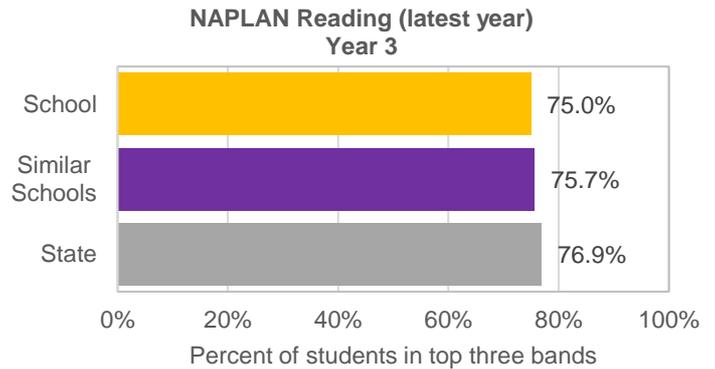
**NAPLAN**

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.

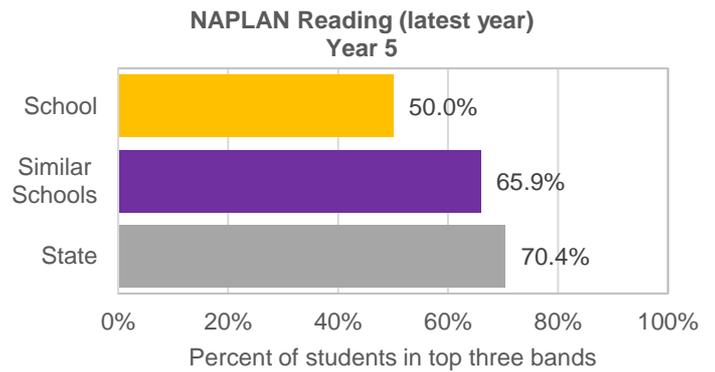
**Reading Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 75.0%              | 75.0%          |
| Similar Schools average:                       | 75.7%              | 73.7%          |
| State average:                                 | 76.9%              | 76.5%          |



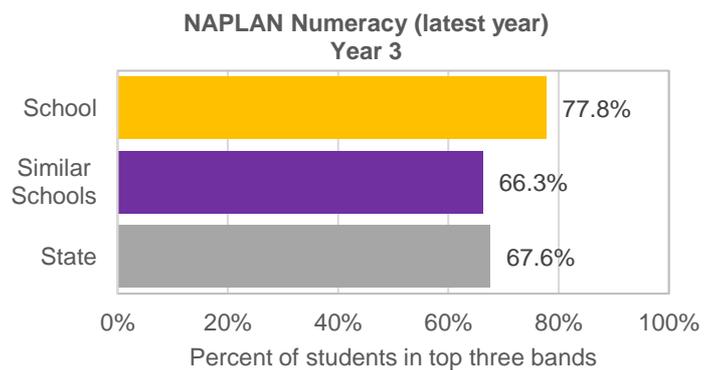
**Reading Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 50.0%              | 62.5%          |
| Similar Schools average:                       | 65.9%              | 64.3%          |
| State average:                                 | 70.4%              | 67.7%          |



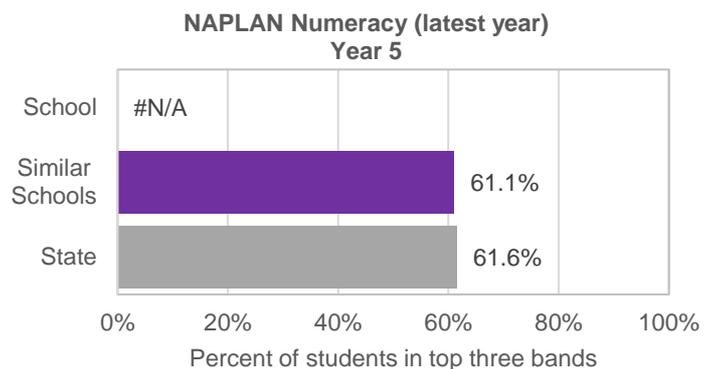
**Numeracy Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 77.8%              | 70.6%          |
| Similar Schools average:                       | 66.3%              | 69.3%          |
| State average:                                 | 67.6%              | 69.1%          |



**Numeracy Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | NDP                | 66.7%          |
| Similar Schools average:                       | 61.1%              | 52.9%          |
| State average:                                 | 61.6%              | 60.0%          |



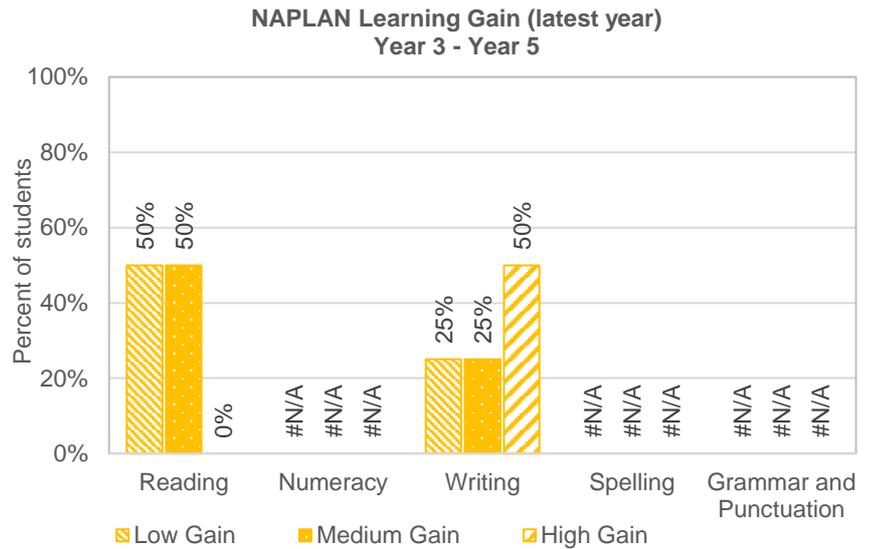
**ACHIEVEMENT (continued)**

**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:                 | 50%      | 50%         | 0%        | 26%                         |
| Numeracy:                | NDP      | NDP         | NDP       | 26%                         |
| Writing:                 | 25%      | 25%         | 50%       | 18%                         |
| Spelling:                | NDP      | NDP         | NDP       | 19%                         |
| Grammar and Punctuation: | NDP      | NDP         | NDP       | 17%                         |



## ENGAGEMENT

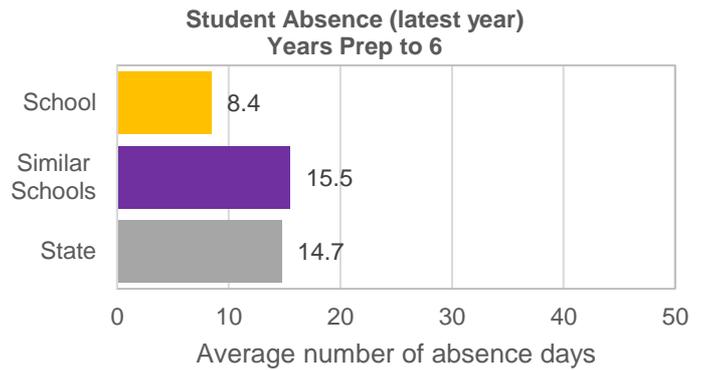
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 8.4                | 9.3            |
| Similar Schools average:               | 15.5               | 14.8           |
| 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): | 97%  | NDP    | 96%    | 95%    | 95%    | 94%    | NDP    |

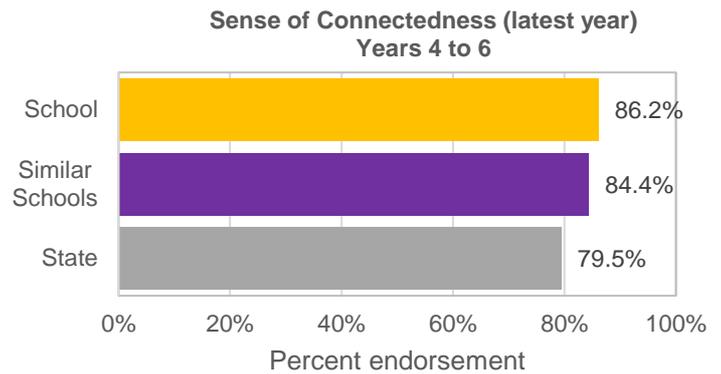
## WELLBEING

**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:         | 86.2%              | 83.6%          |
| Similar Schools average:            | 84.4%              | 82.4%          |
| State average:                      | 79.5%              | 80.4%          |

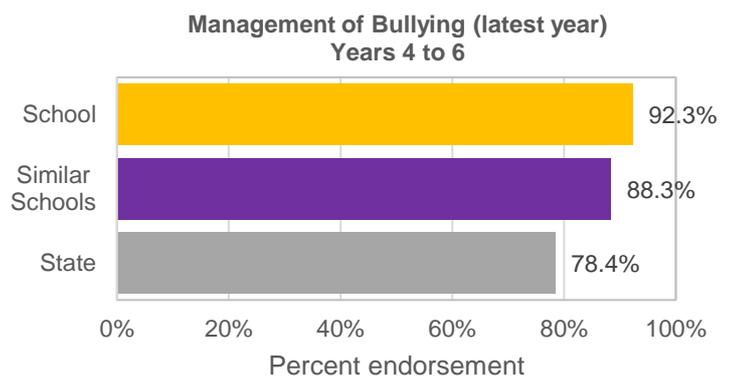


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:         | 92.3%              | 90.5%          |
| Similar Schools average:            | 88.3%              | 85.6%          |
| 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       | \$436,519        |
| Government Provided DET Grants | \$124,383        |
| Government Grants Commonwealth | \$6,321          |
| Government Grants State        | \$24,386         |
| Revenue Other                  | \$3,164          |
| Locally Raised Funds           | \$43,411         |
| Capital Grants                 | \$0              |
| <b>Total Operating Revenue</b> | <b>\$638,183</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$23,820        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$23,820</b> |

| Expenditure                           | Actual           |
|---------------------------------------|------------------|
| Student Resource Package <sup>2</sup> | \$416,055        |
| Adjustments                           | \$0              |
| Books & Publications                  | \$1,362          |
| Camps/Excursions/Activities           | \$16,627         |
| Communication Costs                   | \$576            |
| Consumables                           | \$21,770         |
| Miscellaneous Expense <sup>3</sup>    | \$8,272          |
| Professional Development              | \$374            |
| Equipment/Maintenance/Hire            | \$27,314         |
| Property Services                     | \$59,415         |
| Salaries & Allowances <sup>4</sup>    | \$35,183         |
| Support Services                      | \$3,764          |
| Trading & Fundraising                 | \$14,914         |
| Motor Vehicle Expenses                | \$0              |
| Travel & Subsistence                  | \$570            |
| Utilities                             | \$5,926          |
| <b>Total Operating Expenditure</b>    | <b>\$612,124</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$26,060</b>  |
| <b>Asset Acquisitions</b>             | <b>\$0</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 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

| <b>Funds available</b>        | <b>Actual</b>   |
|-------------------------------|-----------------|
| High Yield Investment Account | \$25,497        |
| Official Account              | \$25,311        |
| Other Accounts                | \$0             |
| <b>Total Funds Available</b>  | <b>\$50,808</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>   |
|---|-----------------|
| Operating Reserve                           | \$24,258        |
| Other Recurrent Expenditure                 | \$2,892         |
| Provision Accounts                          | \$0             |
| Funds Received in Advance                   | \$0             |
| School Based Programs                       | \$5,000         |
| Beneficiary/Memorial Accounts               | \$0             |
| Cooperative Bank Account                    | \$0             |
| Funds for Committees/Shared Arrangements    | \$0             |
| Repayable to the Department                 | \$0             |
| Asset/Equipment Replacement < 12 months     | \$6,000         |
| Capital - Buildings/Grounds < 12 months     | \$0             |
| Maintenance - Buildings/Grounds < 12 months | \$20,000        |
| Asset/Equipment Replacement > 12 months     | \$0             |
| Capital - Buildings/Grounds > 12 months     | \$0             |
| Maintenance - Buildings/Grounds > 12 months | \$0             |
| <b>Total Financial Commitments</b>          | <b>\$58,150</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.*