

2022 Annual Report to the School Community

School Name: Mansfield Primary School (1112)



- 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 09:52 AM by Tom MacMunn (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 02 May 2023 at 10:26 AM by Joel 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
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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

Mansfield Primary School is situated in the foothills of the Victorian High Country, 3 hours drive from Melbourne. We have a total student enrolment of 520 children.

Our staff consists of 30 teachers (several part time) and 13 educational support staff including 2 literacy intervention staff. We also have 3 administrative staff and 1 contracted maintenance person. Our leadership team is strong consisting of 2 Learning Specialists both with a curriculum focus. We have 1 assistant principal heading curriculum and another leading wellbeing and inclusion.

The school has an additional campus on Mt Buller, which runs from June to the end of the snow season in late September. A maximum of 60 students attend our Mt Buller campus each year.

Mansfield Primary School's vision is to **Inspire, Challenge, Support and Make a Difference**.

Our core values support this vision:

- **Respect**- Treat ourselves, one other and the environment with care and consideration.
- **Integrity**- Communicate truthfully and in a considerate manner.
- **Motivation**- Provide stimulating and engaging tasks while performing at an optimum level.
- **Tolerance**- Create a positive environment that allows everyone to feel comfortable, accepted and cared of.
- **Empathy**- Demonstrate understanding, compassion and support in a sincere manner.

The school's socio-economic profile, based on families' occupations and education, is considered in the low-medium band which represents high parent education level and high- medium socio-economic advantage.

Approximately 200 students travel to school by bus with the remainder living in or around the township travelling to school by car, bike or walking.

The curriculum at Mansfield PS reflects the Victorian Curriculum framework, with specialist programs in visual arts (Art), physical education (PE), LOTE (French) and performing arts (Music). In October 2022 the school decided to introduce science, technology, engineering and Maths (STEM) into our specialist program for 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

Mansfield Primary School continues to be extremely proud of our achievements in student learning outcomes. In 2022, the school continued to work on its strategic plan goal to improve student learning achievement and growth in Literacy with a focus on Writing, as well as the priority goal of Learning Support; both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

Throughout the year, our learning specialist teachers worked with staff to develop a consistent, whole school approach to the teaching of literacy. By building staff knowledge and skills, this has enabled staff to strengthen their teaching practice and develop a consistent program of explicit instruction and differentiation. We have started to develop an approach to literacy that is holistic and incorporates Reading, Writing, Oral Language and Spelling and does not treat them as individual subjects.

For Numeracy we continued work around 'Learning Pathways' and ensuring that they are embedded in our daily teaching, which enable students to work at their point of need for Numeracy daily. We have also begun the development and implementation of a problem-solving approach to Numeracy, which allows students to use the skills that they have learnt in real life situations.

Student learning data has reflected the effectiveness of the strategies and initiatives implemented. Teacher judgement of students in years Prep – 6 working at or above age expected standard in Writing (82%) is an increase from the previous year (76%). This is also reflected in Numeracy (Number) where 80% of students were working at or above level. The percentage of students at or above level for writing (NAPLAN) remained healthy in both Year 3 at 94% and Year 5 at 74%.

Wellbeing

In 2022, we continued to work on supporting student wellbeing as part of our strategic plan goals.

To do this, we worked to embed the Resilience, Rights and Respectful Relationships (RRRR) curriculum and The Resilience Project into a consistent, whole school Wellbeing Hour each week. We created a delivery order to support teachers and developed 5 key concepts of wellbeing that encapsulate our belief around wellbeing. This belief states that every child has the right to be safe, to feel supported and be heard. We also worked on a commitment statement that speaks to our ongoing commitment to the wellbeing of all students and our drive to ensure everyone experiences kindness. The wellbeing hour has had a positive impact on our Attitudes to School survey, with 80% of our Year 4-6 students reporting feeling connected to school last year compared to 70% in 2021. It was also pleasing to see that 79% of our Year 4-6 students now report high to normal resilience compared to 66% in 2021.

We also continued to regularly ask students about their wellbeing and readiness to learn through wellbeing check-ins. This data was used to effectively mobilize wellbeing resources and support students through a number of Tier 2 interventions and 1:1 support. It created an opening for teachers to start conversations with students about their feelings and in turn created a clear pathway for students and teachers to seek the support of wellbeing staff. This had a positive impact on our Attitudes to School survey, with 75% of students feeling positive about their teachers' level of concern compared to 69% in 2021. We're proud to see that this has also had a positive impact on bullying, with 87% of students also feeling positive about the way bullying is being managed compared to 75% in 2021.

Engagement

As part of our strategic plan goal to build student voice and improve student engagement, we placed a greater emphasis on student feedback by bringing our student voice data into our termly and weekly planning sessions. We focused on how students feel they learn best and reflected this in our planning. This had an immediate impact with 79% of Year 4-6 students reporting that their learning is stimulating compared to 64% in 2021.

We also put a spotlight on increasing student attendance in 2022. We implemented a tailored, supportive approach to student absences including the introduction of a data wall to promote early identification of at-risk students and a tiered home-school communication process that looked to support families with the idea of a shared responsibility around their child and attendance. While this did not show positive results in our overall attendance data it did improve the attendance of almost all our at-risk students identified at the end of 2021.

In 2022, we continued our work around Extended Absence Learning Plans. We created a whole school approach to student extended absences and templates to support the development of each Student Absence Plan. We also worked to increase awareness of the need to have a plan in place for extended absences through newsletters and emails to families. This has helped to support many students and families who have planned extended absences.

Other highlights from the school year

Celebrating 150 Years

In October 2022, Mansfield Primary School celebrated 150 years of education at our Apollo Street site with a ceremony, school tours and a traditional School Fair. It is estimated that over 2000 people attended the day including past and present students, families, teachers and principals. The history of the school was compiled into a book and each student received a pin to mark the day. The school hallways were lined with over 800 school photos, and it was amazing to see 100's of people looking for themselves in the photos. The current MPS students spent Term 3 researching different parts of the school's history and displayed their work in our new building. The school also took the opportunity to formally thank teachers for their years of service to Mansfield Primary School. Each teacher with 20 years or more service to MPS received a framed drawing of the school with their years of service inscribed underneath. One of the many highlights of the day was honouring Dot Marks and her 51 years of service to Mansfield Primary School, 13 years as a student when the school was known as Mansfield Higher Elementary School and 38 years as a teacher. In 1872 Mansfield Primary School 1112 opened its doors with 64 students and 1 headmaster. This school has certainly stood the test of time.

Ninja Warrior Course

In 2022, after several years of fundraising by our Parents and Friends committee, the school designed and installed a Ninja Warrior Course. The course has not only provided endless fun for our students but also for the wider Mansfield community.

Financial performance

Sustained student growth has supported our budget position. We have been able to develop a balanced workforce with an even spread from graduate to experienced teachers. A continued increase in student numbers led to a surplus of \$162,427 at the completion of 2022. Our staffing structure with 2 Assistant Principals, 2 Learning Specialists, 29 EFT teachers and 14 EFT Education Support Staff to support students with additional needs provides staff and students with the support they need. The modest surplus allows for a small amount of flexibility to adapt our staffing to changes throughout the year. Continued growth in student numbers is forecast, based on population data in the Mansfield Shire.

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

<http://www.mansfieldps.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 520 students were enrolled at this school in 2022, 246 female and 274 male.

2 percent of students had English as an additional language and 2 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).

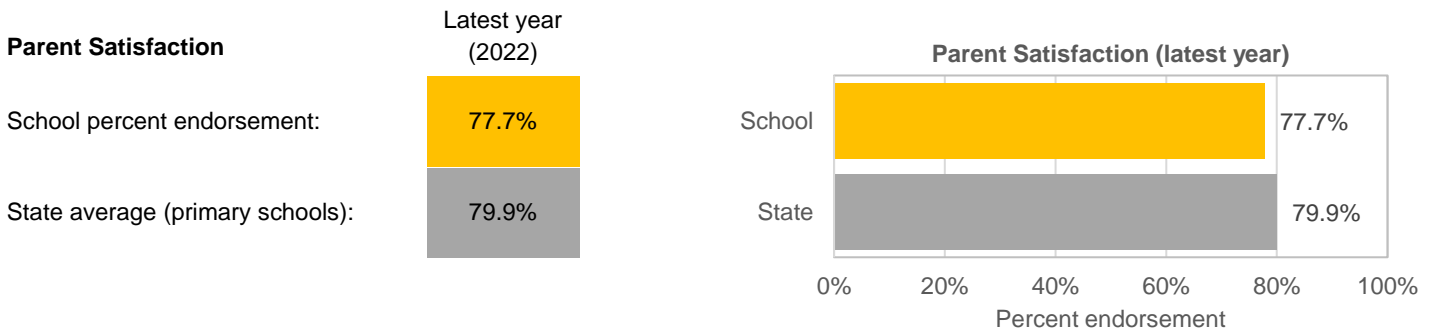
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

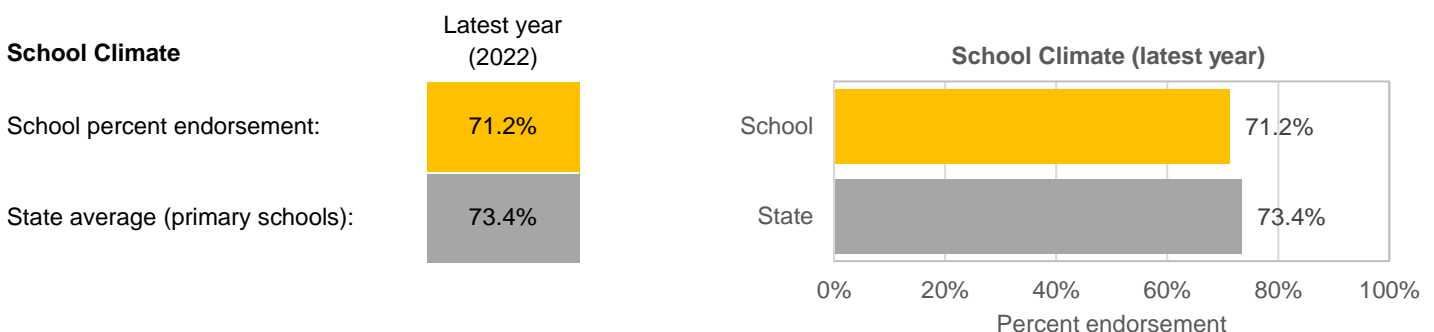


School Staff Survey

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:

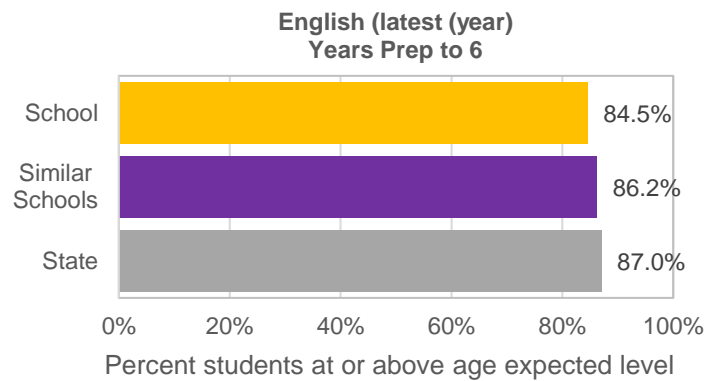
84.5%

Similar Schools average:

86.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

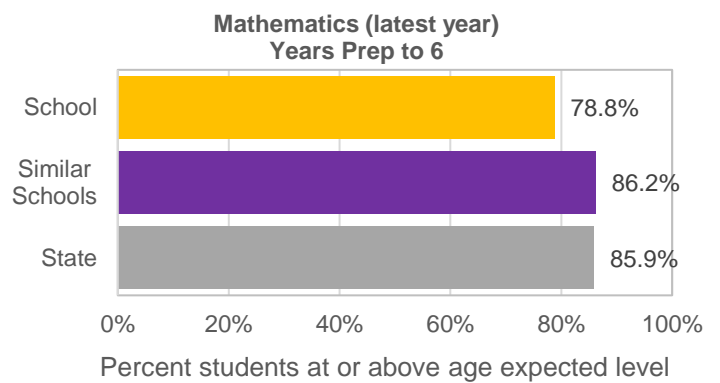
78.8%

Similar Schools average:

86.2%

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.

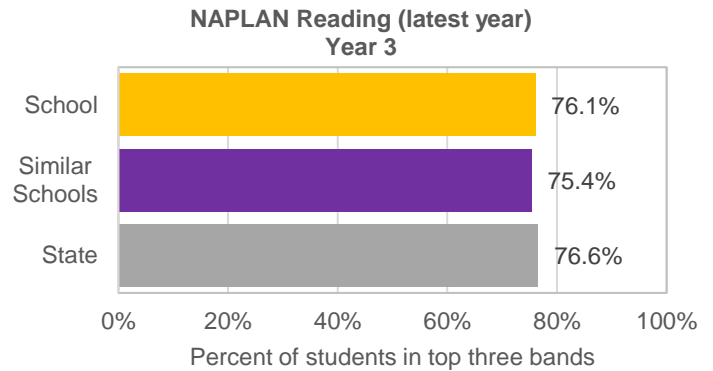
NAPLAN

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.

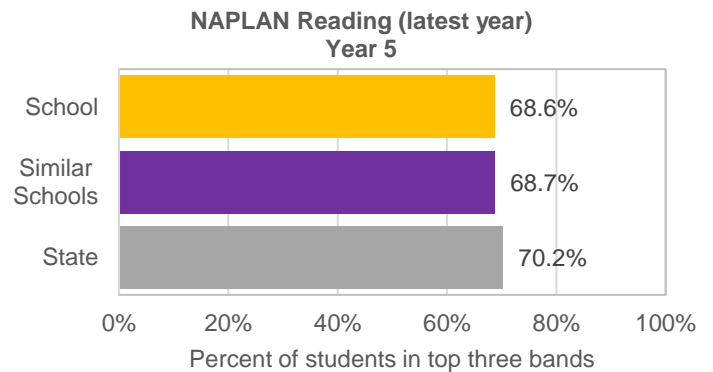
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.1%	81.1%
Similar Schools average:	75.4%	75.0%
State average:	76.6%	76.6%



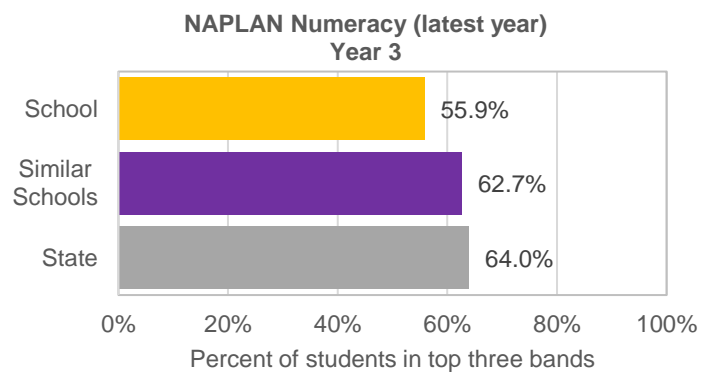
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.6%	72.1%
Similar Schools average:	68.7%	69.5%
State average:	70.2%	69.5%



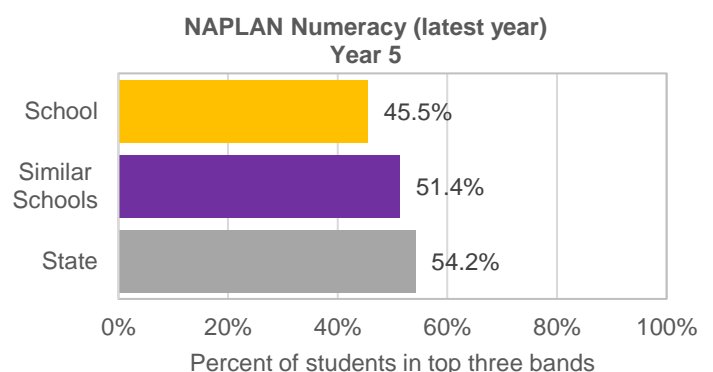
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.9%	68.3%
Similar Schools average:	62.7%	65.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.5%	52.1%
Similar Schools average:	51.4%	56.8%
State average:	54.2%	58.8%



WELLBEING

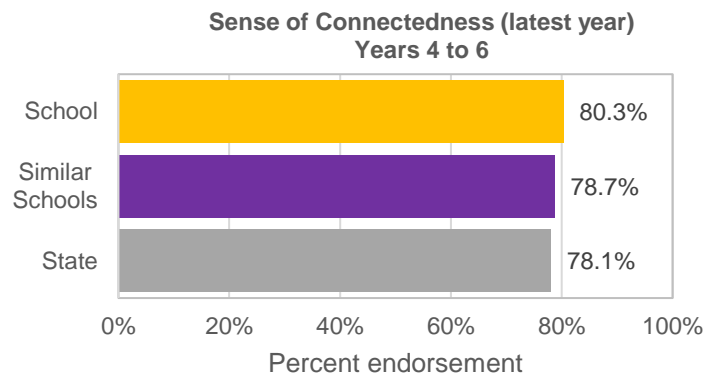
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	80.3%	71.7%
Similar Schools average:	78.7%	79.3%
State average:	78.1%	79.5%

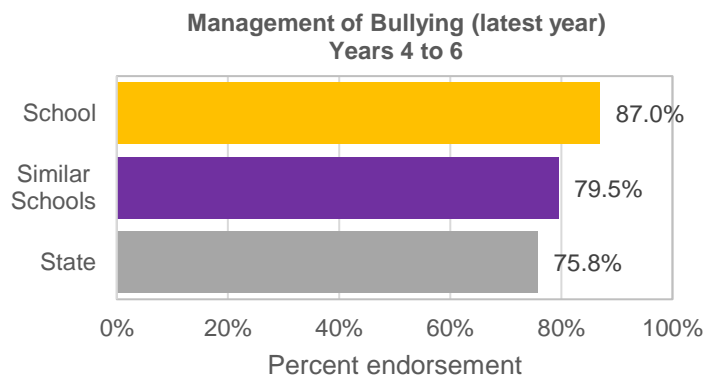


Student Attitudes to School – Management of Bullying

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:	87.0%	79.6%
Similar Schools average:	79.5%	80.7%
State average:	75.8%	78.3%



ENGAGEMENT

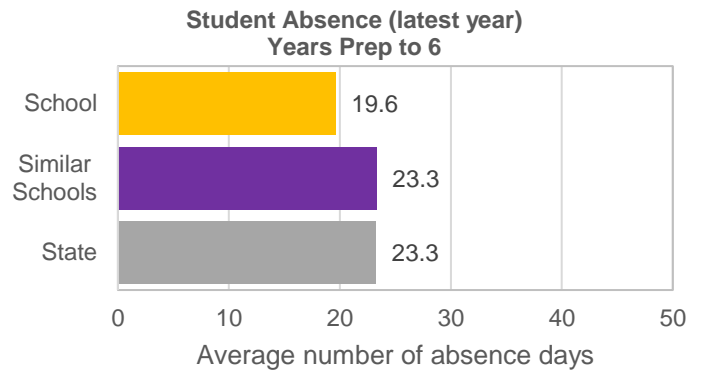
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.6	17.2
Similar Schools average:	23.3	17.2
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	92%	91%	91%	89%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,627,512
Government Provided DET Grants	\$710,197
Government Grants Commonwealth	\$3,400
Government Grants State	\$23,400
Revenue Other	\$4,398
Locally Raised Funds	\$250,398
Capital Grants	\$0
Total Operating Revenue	\$5,619,306

Equity ¹	Actual
Equity (Social Disadvantage)	\$52,073
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$52,073

Expenditure	Actual
Student Resource Package ²	\$4,457,062
Adjustments	\$0
Books & Publications	\$547
Camps/Excursions/Activities	\$132,593
Communication Costs	\$7,599
Consumables	\$107,928
Miscellaneous Expense ³	\$19,697
Professional Development	\$10,328
Equipment/Maintenance/Hire	\$93,905
Property Services	\$123,802
Salaries & Allowances ⁴	\$340,425
Support Services	\$77,810
Trading & Fundraising	\$27,787
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$561
Utilities	\$56,835
Total Operating Expenditure	\$5,456,878
Net Operating Surplus/-Deficit	\$162,427
Asset Acquisitions	\$56,593

- (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	\$26,469
Official Account	\$14,282
Other Accounts	\$4,315
Total Funds Available	\$45,067

Financial Commitments	Actual
Operating Reserve	\$45,067
Other Recurrent Expenditure	\$6,238
Provision Accounts	\$0
Funds Received in Advance	\$12,598
School Based Programs	\$5,156
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$18,400
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$93,459

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.