

2020 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 2020 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 2021 at 11:03 AM by Tom MacMunn (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 12:55 PM by Joel Olver (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 Vision: Inspire. Challenge. Support. Make a Difference.

Mansfield Primary School aims to develop caring, confident individuals who have the skills and positive attitudes to reach their personal potential, be lifelong learners and be valued members of the community.

Our school values:

- Respect - Treat ourselves, one another 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 for.
- Empathy - Demonstrate understanding, compassion and support in a sincere manner.

Purpose:

During 2020, Mansfield Primary School underwent a school review. The 2020 – 2024 School Strategic Plan identifies three goals:

- Goal 1: To improve student learning achievement and growth in Literacy with a focus on Writing.
- Goal 2: To build student voice and agency to improve student engagement in learning.
- Goal 3: To improve the connectedness, resilience and wellbeing of all students.

Workforce composition:

For the commencement of the 2021 school year, the school has 29.2 equivalent full time staff teaching staff, including a Principal, an Assistant Principal – Curriculum and an Assistant Principal - Wellbeing; 6 equivalent full time Integration Aides; 4 Office Education Support staff, a full time Business Manager and two part-time School Chaplains. Visual Arts (Art), Performing Arts (Music), Physical Education and French language form our specialist teaching programs. The school's staffing structure is spread across experienced, accomplished and graduate teachers.

Geographic Location:

Mansfield Primary School is located in the Mansfield Shire, just over 200km from Melbourne, with an increasing student population. 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 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 65 students attend our Mt Buller campus each year. Staff are extremely dedicated and hardworking, and we are working to address a lack of access to ongoing high quality professional learning due to our rurality and relative isolation.

Social and Enrolment Characteristics:

Mansfield Primary School has a rapidly growing student population. Since 2012 our student population has grown by 222 students at an average of 24.7 students each year. At school census in February 2021 the school student population was 487. The Mansfield Primary School campus is 1.7 hectares. This small site, combined with increasing student numbers, is putting pressure on playground spaces. Play times need to be carefully managed due to a large number of students in a restricted space. Our school's families are engaged in a range of occupations including farming and agriculture, tourism, small businesses and various other trades and services in and around the Mansfield Shire. Mansfield Shire continues to grow at greater than 2% per annum. Our school family occupation and education background index of 0.3348 (census 2020), places us in the medium range for schools.

Framework for Improving Student Outcomes (FISO)

During 2020, Mansfield Primary School continued our focus on two key improvement strategies: Empowering Students and Building School Pride and Building Practice Excellence.

Learning Walks and Talks protocols and templates were adjusted throughout 2020. There has been confusion around the type of learning walks and their purpose. We developed and trialed a template for recording. SIT team members completed learning walks with staff members to develop a common understanding across the school. A writing scope and sequence was developed by the school Literacy team with staff input and representation.

RRRR has been timetabled into Learning to Learn at the beginning of the year and the start of each term. This ensured RRRR units were covered in each session. The staff induction process has been further formalized. PLC cycles have been embedded into our meeting schedule and PLC and meeting minute documentation are consistent and established.

Achievement

In 2020, Mansfield Primary School continued to work on the goal of strengthening student engagement and ownership in learning. The Attitudes to School Survey was not conducted due to COVID so the two key measures (stimulated learning and classroom behaviour in the attitudes to school survey) were not able to be recorded.

Our second focus was on a whole school instructional practice in writing. NAPLAN writing data was not collected in 2020. We will need to rely on 2021 data to measure our achievement in these areas. Students supported through the Program for Students with a Disability have showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

COVID and Remote Learning meant that the 2020 school year was unique. Feedback from students, staff and families was that the period of Remote Learning was very challenging. Families appreciated the increased communication from staff. We continued this throughout the year with weekly emails to families outlining what was happening the following week. Students appreciated the greater autonomy and student agency and we have used this in the classroom setting as much as possible.

Mansfield Primary School was involved in the VHAP program during Term 4. Grade 5 and 6 students who were identified were excited to engage with the program. Our students are consistently partnering with local schools and schools within our network to provide sporting opportunities for our students. Our "School To Summit" program relies on community partnerships to ensure its success.

Parent involvement is very appreciated and encouraged. Each parent is asked to attend an induction session prior to working in classrooms. We hold a range of forums to inform parents of curriculum expectations and how they can support the learning of their child. In 2021, we will continue to promote high expectations within our parent community. By having high expectations, parents will be supporting their child to maximize student outcomes. A consistent message from teachers and parents will form strong links.

At recess and lunch breaks, our students are involved in several program. These include visual and performing arts activities, gardening club, chess club, library, and sporting activities which are often organised by the student body.

Wellbeing

Our school excels in developing and accessing network services between community agencies and the school. Our school is an active partner with many community organisations. In 2020 we continued to be an active community representative.

Our school works closely with a number of community organisations to support our families. In particular, families who are in crisis or experiencing difficulties can be referred to community organisations who continue to communicate with the school. Community support includes health and well being, emergency management and youth support.

Although families are actively involved in the learning process at a P-2 level, this drops off significantly in Grades 3-6. Barriers to engagement have been identified by the community engagement team (school council), who surveyed parents in 2018 to gauge feedback on how parents wished to be engaged with learning and the whole school community. The survey were analysed and several actions were targeted to be developed and implemented in 2019. This work continued in 2020 and we identified classroom communication with teachers to be a success during COVID and an ongoing priority.

Financial performance and position

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 \$239,000 at the completion of 2020. This surplus has allowed us to employ 2 ongoing Assistant Principals and an Education Support Staff member to implement a MultiLit program in 2021. It has also meant that we can supplement the Tutor Learning Initiative funding to support those students who did not make expected growth in 2020. We will aim to draw down on this surplus over the next few years to ensure that we have enough staff to support our students.

For more detailed information regarding our school please visit our website at www.mansfieldps.vic.gov.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 450 students were enrolled at this school in 2020, 209 female and 241 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) which takes into account parents' occupations and education.

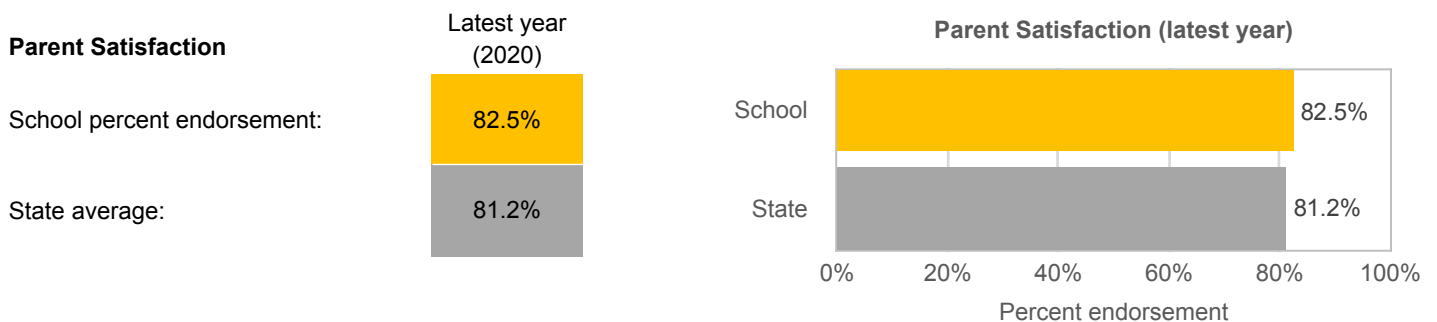
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

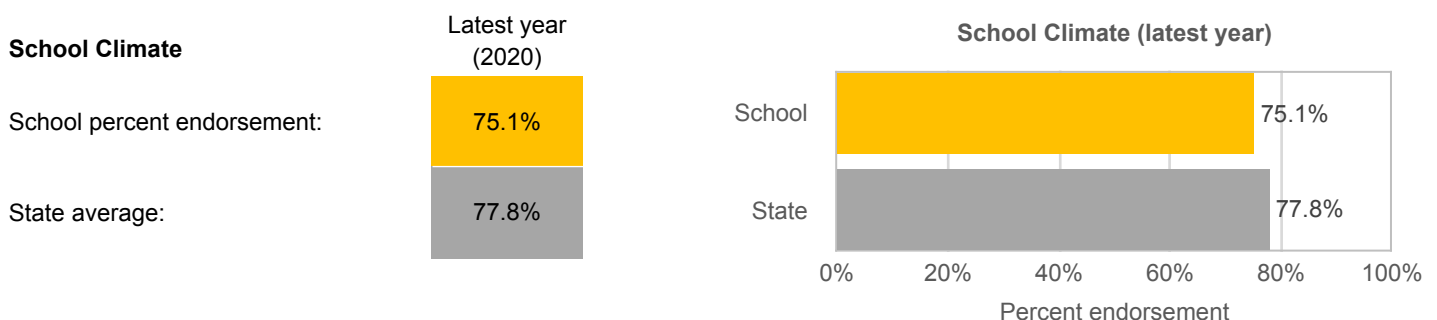


School Staff Survey

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.



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
(2020)

School percent of students at or above age expected standards:

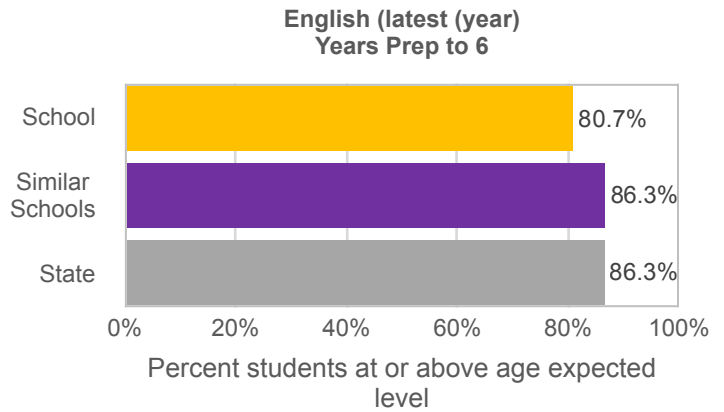
80.7%

Similar Schools average:

86.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

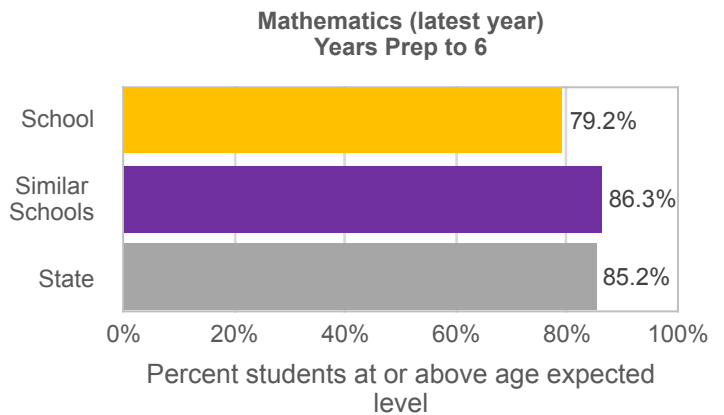
79.2%

Similar Schools average:

86.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

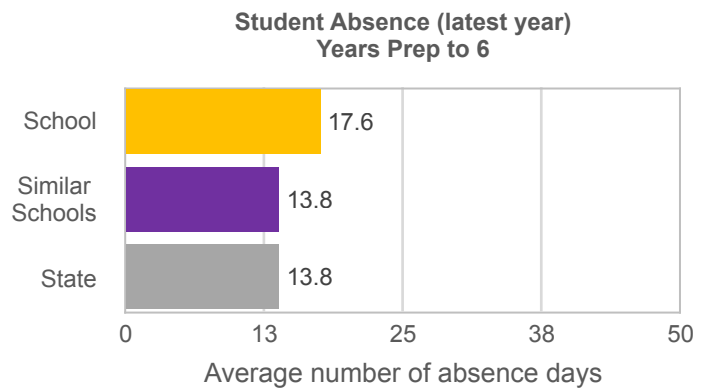
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.6	16.4
Similar Schools average:	13.8	15.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	91%	91%	89%	92%	92%	92%

WELLBEING

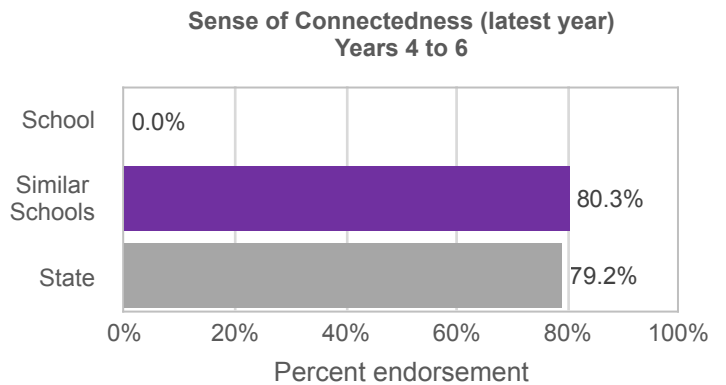
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	75.4%
Similar Schools average:	80.3%	80.9%
State average:	79.2%	81.0%



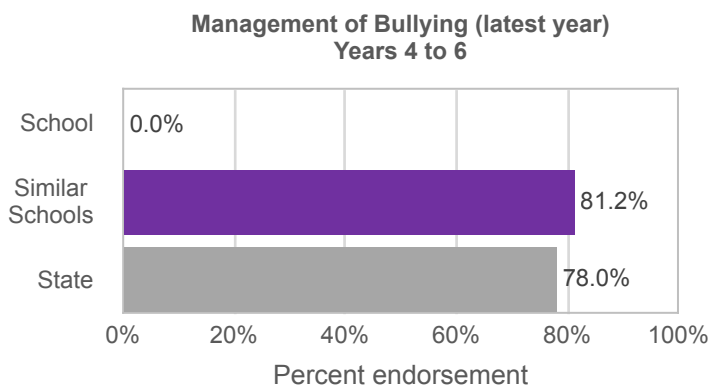
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	82.0%
Similar Schools average:	81.2%	82.0%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$3,769,474
Government Provided DET Grants	\$599,586
Government Grants Commonwealth	\$650
Government Grants State	NDA
Revenue Other	\$6,483
Locally Raised Funds	\$246,862
Capital Grants	NDA
Total Operating Revenue	\$4,623,055

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,213
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$43,213

Expenditure	Actual
Student Resource Package ²	\$3,530,013
Adjustments	NDA
Books & Publications	\$924
Camps/Excursions/Activities	\$20,363
Communication Costs	\$8,952
Consumables	\$84,643
Miscellaneous Expense ³	\$19,116
Professional Development	\$11,145
Equipment/Maintenance/Hire	\$126,818
Property Services	\$148,715
Salaries & Allowances ⁴	\$260,943
Support Services	\$5,422
Trading & Fundraising	\$53,248
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$40,070
Total Operating Expenditure	\$4,310,373
Net Operating Surplus/-Deficit	\$312,681
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$114,058
Official Account	\$20,521
Other Accounts	\$10,866
Total Funds Available	\$145,444

Financial Commitments	Actual
Operating Reserve	\$126,298
Other Recurrent Expenditure	\$1,351
Provision Accounts	NDA
Funds Received in Advance	\$18,133
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$21,325
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$167,107

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.