

A decorative graphic on the left side of the slide, consisting of a network of light blue lines and small circles, resembling a circuit board or a stylized tree structure, set against a dark blue background.

ANNUAL GENERAL MEETING MOONEE PONDS WEST PS COMMUNITY

MAY 27TH 2019

ANNUAL GENERAL MEETING

Purpose:

- To report on the schools performance over a given year (2018)
- Provide direction for improvement
- Connect to the School Strategic Plan and Annual Implementation Plan
- Define what is the work of teachers, leaders, parents and students

CONTEXT OF THE ANNUAL REPORT

- Moonee Ponds West PS student population in 2018 was 543
- English as an Additional Language: 11%
- We had 1 ATSI student
- Composition: boys: 292 girls: 251
- Program For Students with Disabilities: 13.9
- Student Family Occupation Index: 0.2128
- Student Family Occupation –Equity Index- 0.1665
- Teaching staff : 27 classroom, 8 specialists
- No of support staff: 20

HIGHLIGHTS OF THE SCHOOL YEAR

- COMPASS implementation
- Consistent staffing (mix of experience and some new teachers)
- Renewed focus on teacher capacity building through (Teacher Professional Practice Days-TPPD)
- Process to develop the Pre-Self Evaluation. A chance to reflect as a school on documentation and progress.
- School Review in Semester 2
- Development of the new Strategic Plan
- Strong guidance of the School Council

LOWLIGHTS OF THE SCHOOL YEAR

- Leave taken by the substantive Principal
- Staff feeling the inconsistency of leadership
- Distancing of staff from the community
- A sense of 'survival' rather than 'thriving' in the environment
- Lack of structures for opinion and learning
- Lack of time for individual teacher Professional Learning and capacity building

SCHOOL STRUCTURE

During 2018 the school was comprised of 24 multi-aged classes comprising of:

Foundation-1, 1/2, 2/3, 3/4 and 5/6

The classes were housed on 'sort of' a mini schools structure.




Term 3 trialed a Professional learning Team structure where the leader (Leading Teacher) was out of the class 2 days and the teachers in the team collaboratively planned the learning together.

Through consultation an agreed internal structure was developed around collaborative planning.

The background is a blue gradient. In the corners, there are decorative white lines resembling circuit traces or data paths, ending in small circles.

ANNUAL REPORT DATA FOR 2018

SURVEY DATA

Key: Range of results for the middle 68% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 543 students were enrolled at this school in 2018, 251 female and 292 male.

11 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education Index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



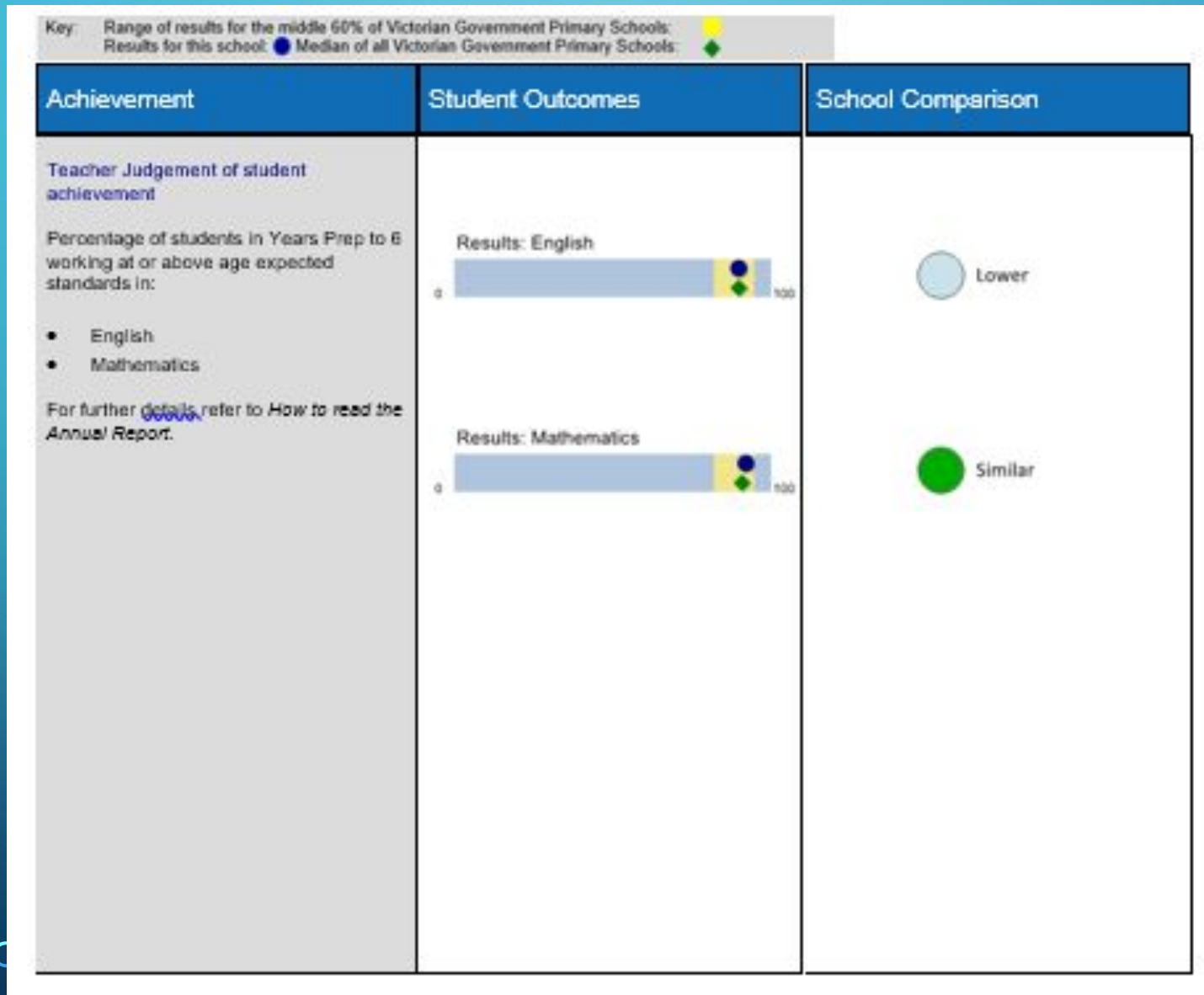
School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual School Staff Survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






















TEACHER JUDGEMENT AGAINST THE VICTORIAN CURRICULUM 2018



NAPLAN SUMMARY 2018




Performance Summary





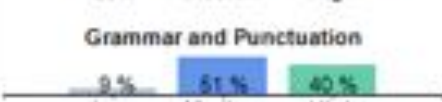
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are recorded on a scale from Bands 1 - 8.	Results: Reading  Results: Reading (4-year average)  Results: Numeracy  Results: Numeracy (4-year average) 	 Lower  Lower  Lower  Lower
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are recorded on a scale from Bands 3 - 8.	Results: Reading  Results: Reading (4-year average)  Results: Numeracy  Results: Numeracy (4-year average) 	 Similar  Similar  Similar  Similar

LEARNING GAIN YEAR 3 TO 5

Performance Summary

Key: Range of results for the middle 50% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain: Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<p>Reading</p>  <p>20 % 59 % 21 % Low Medium High</p> <p>Numeracy</p>  <p>23 % 48 % 29 % Low Medium High</p> <p>Writing</p>  <p>13 % 56 % 31 % Low Medium High</p> <p>Spelling</p>  <p>13 % 58 % 29 % Low Medium High</p> <p>Grammar and Punctuation</p>  <p>9 % 51 % 40 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



THE ACHIEVEMENT AGAINST OTHER MEASURES

Welcome the Sub-School leaders:

Barb Springfield (F-2) and Jarrod Sutton (Year 3-6)

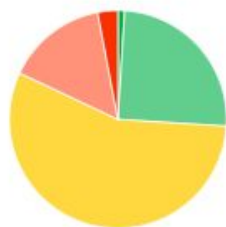


Overall Student Learning-Teacher Judgement

2018 Semester 2 Teacher Judgements

Whole School Spread

Writing



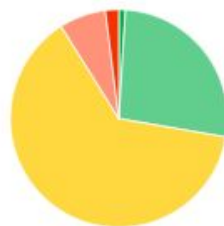
● 1% ● 25%
● 56% ● 15%
● 3%

Reading And Viewing



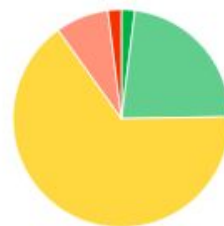
● 4% ● 40%
● 43% ● 11%
● 2%

Speaking And Listening



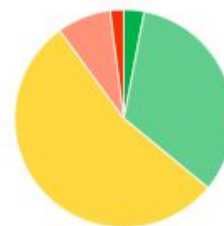
● 0.99% ● 26.73%
● 63.37% ● 6.93%
● 1.98%

Measurement And Geometry



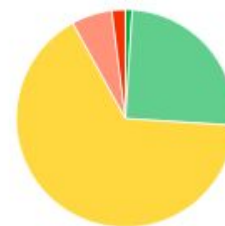
● 1.98% ● 22.77%
● 65.35% ● 7.92%
● 1.98%

Number And Algebra



● 3% ● 33%
● 54% ● 8%
● 2%

Statistics And Probability



● 1% ● 25%
● 66% ● 6%
● 2%

● Grade A ● Grade B ● Grade C ● Grade D ● Grade E

JUNIOR SCHOOL 2018

Foundation

Writing



0% 27.03%
47.3% 25.68%
0%

Reading And Viewing



5.41% 32.43%
33.78% 28.38%
0%

Speaking And Listening



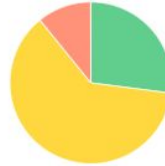
0% 9.46%
78.38% 12.16%
0%

Measurement And Geometry



0% 9.46%
78.38% 12.16%
0%

Number And Algebra



0% 27.03%
62.16% 10.81%
0%

Statistics And Probability

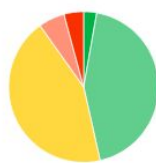


0% 9.46%
78.38% 12.16%
0%

Grade A Grade B Grade C Grade D Grade E

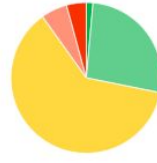
Year 1

Reading And Viewing



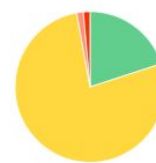
2.82% 43.66%
43.66% 5.63%
4.23%

Writing



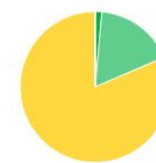
1.41% 26.76%
61.97% 5.63%
4.23%

Speaking And Listening



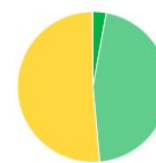
0% 20%
77.14% 1.43%
1.43%

Measurement And Geometry



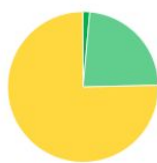
1.43% 17.14%
81.43% 0%
0%

Number And Algebra



2.86% 45.71%
51.43% 0%
0%

Statistics And Probability

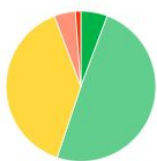


1.45% 23.19%
75.36% 0%
0%

Grade A Grade B Grade C Grade D Grade E

Year 2

Reading And Viewing



5.75% 49.43%
39.08% 4.6%
1.15%

Writing



2.27% 32.95%
51.14% 12.5%
1.14%

Speaking And Listening



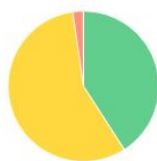
0% 37.93%
58.62% 3.45%
0%

Measurement And Geometry



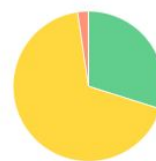
0% 26.14%
71.59% 2.27%
0%

Number And Algebra



0% 40.91%
56.82% 2.27%
0%

Statistics And Probability

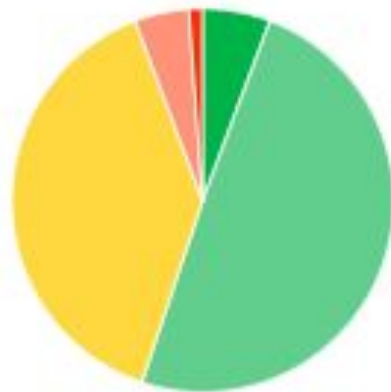


0% 29.89%
67.81% 2.3%
0%

Grade A Grade B Grade C Grade D Grade E

READING- Semester 2, 2018

Reading And Viewing



5.75% 49.43%
39.08% 4.6%
1.15%

2018 Semester 2 Single Test Analysis for Year 2 in PAT Reading



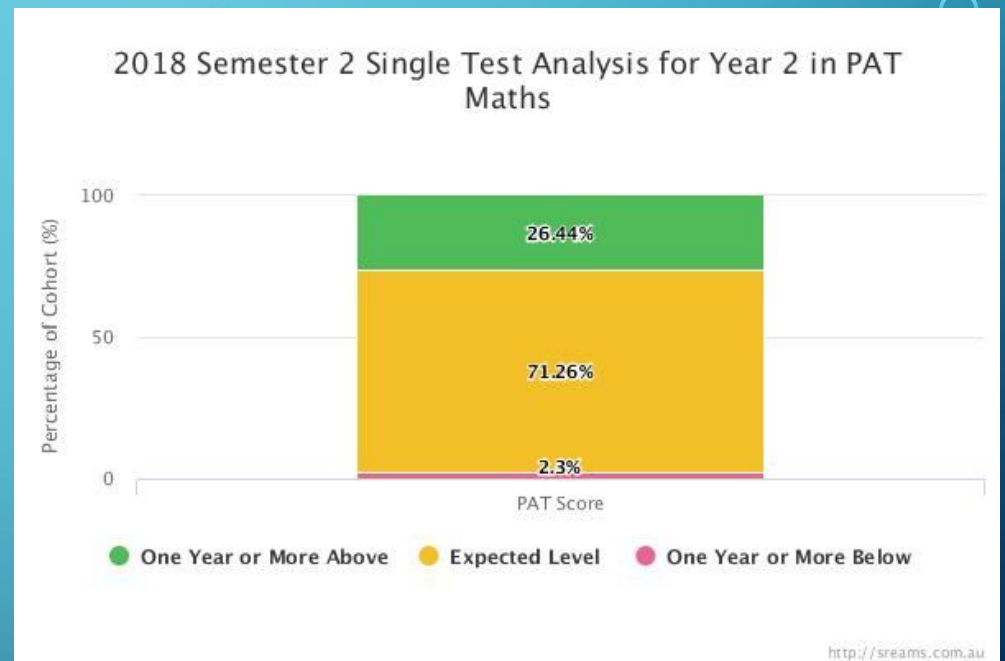
NUMERACY - MATHS ONLINE INTERVIEW (MOI)

2018 Semester 2 Single Test Analysis for Foundation in Early Years Numeracy Interview



2018 Semester 2 Single Test Analysis for Year 1 in Early Years Numeracy Interview





F-2 Professional Learning Teams

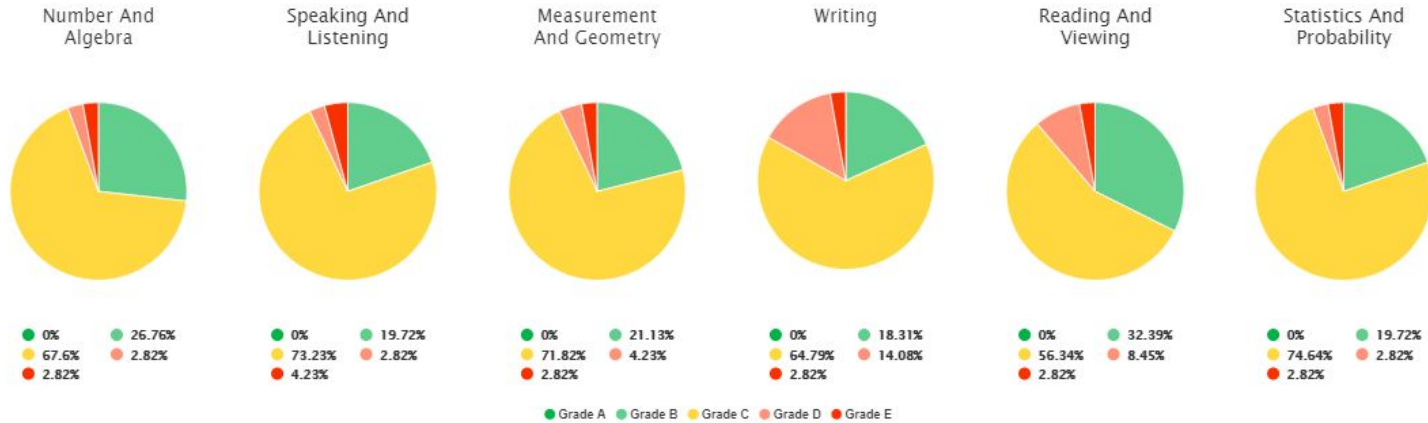
2018 Term ___ Week ___: Literacy/ Numeracy Achievement (please circle)

Class: _____

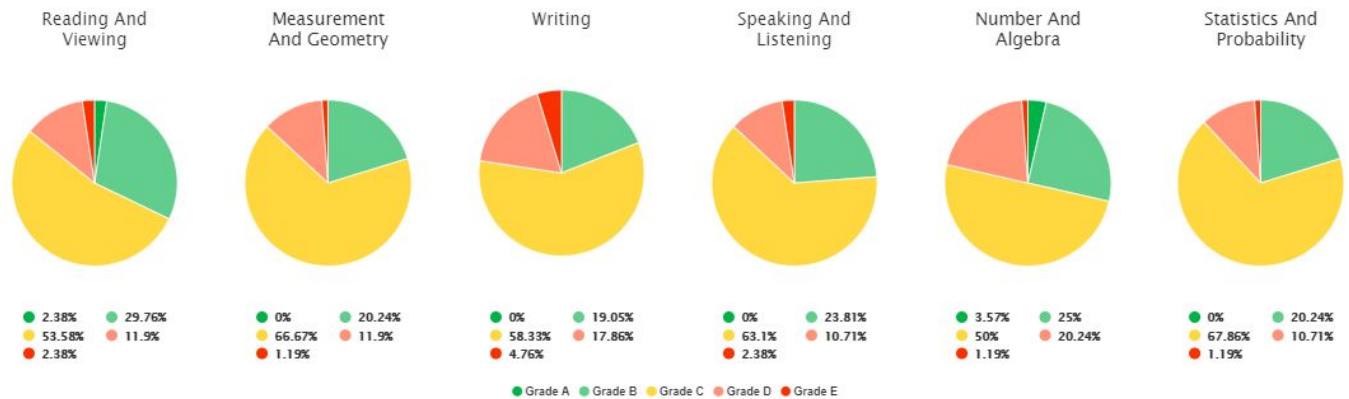
Achievement	Students	<u>What is the next step?</u>	<u>How can we facilitate this growth?</u>
Well above the level			
Above the level			
At the level			
Below the level			
Well below the level			

SENIOR SCHOOL 2018

Year 3

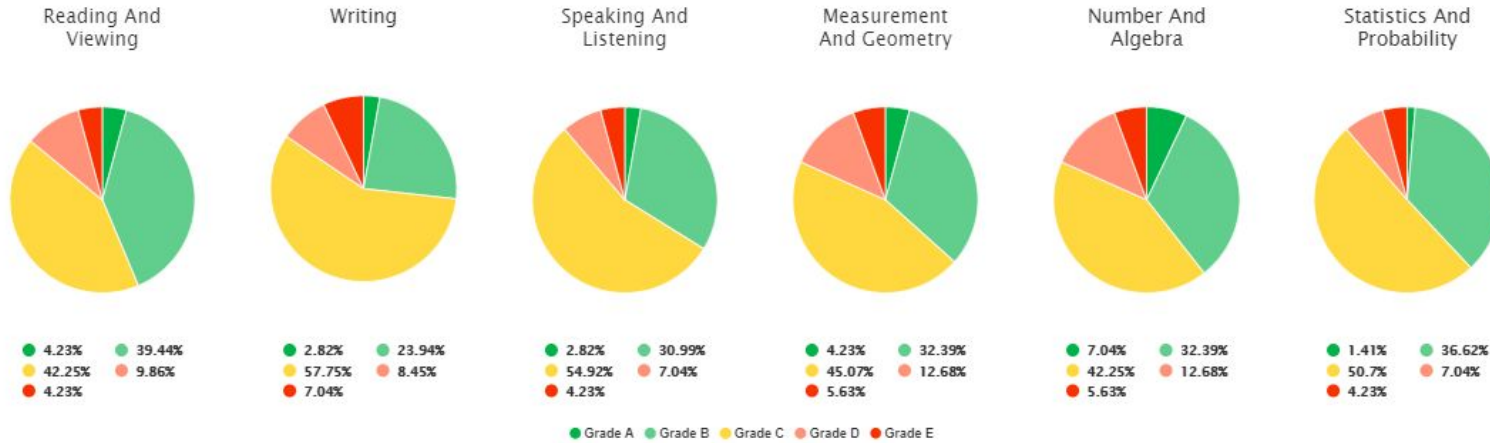


Year 4

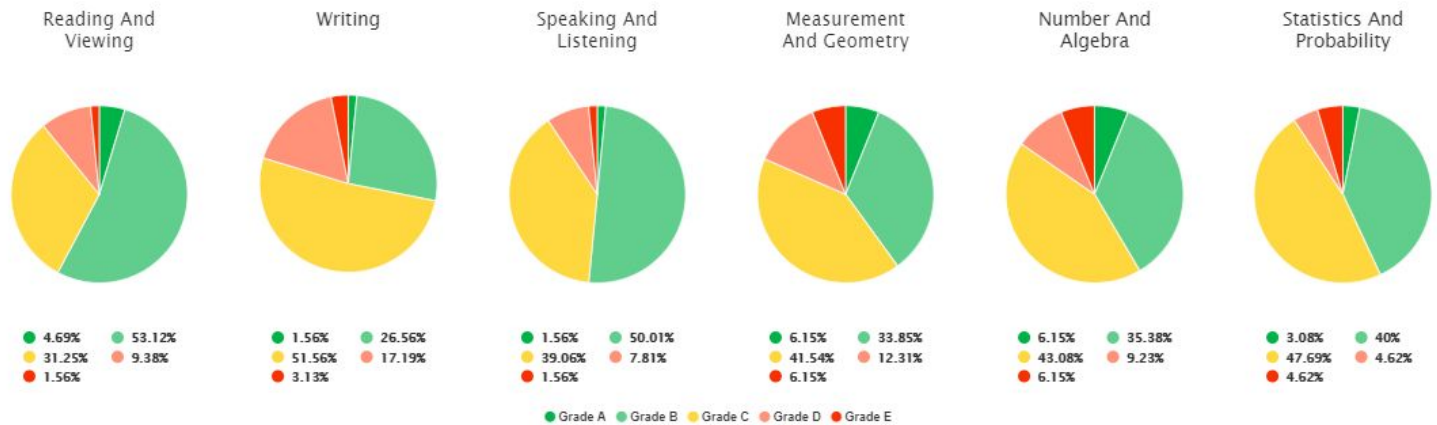


SENIOR SCHOOL 2018

Year 5



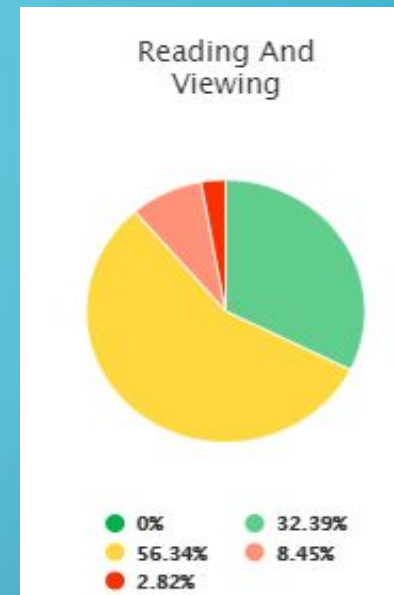
Year 6



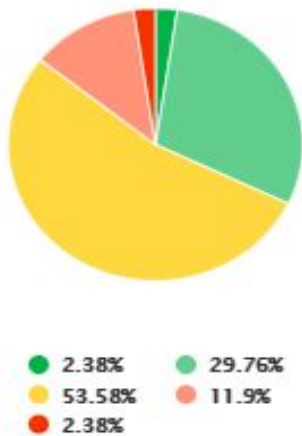
2018 Semester 2 Single Test Analysis for Year 3 in PAT Reading



READING 3/4



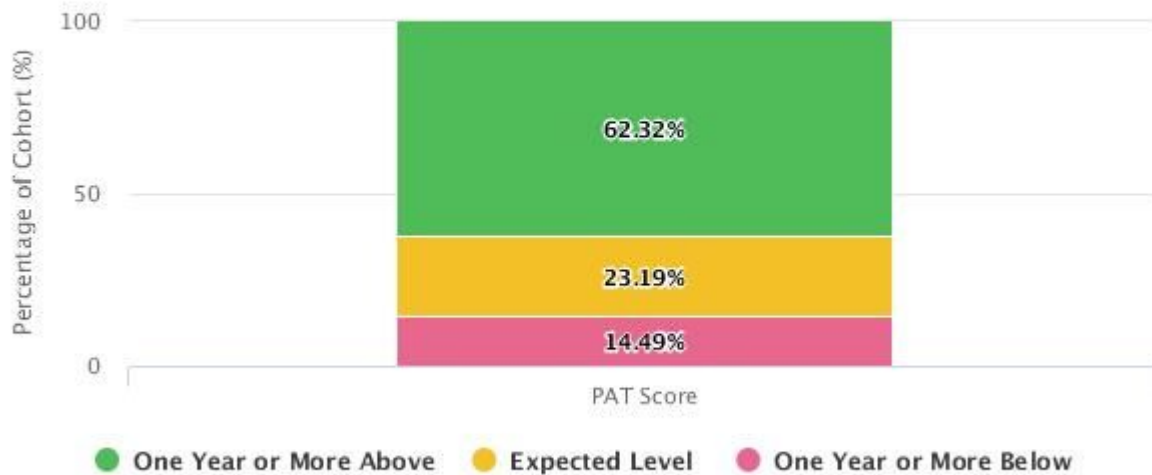
Reading And Viewing



2018 Semester 2 Single Test Analysis for Year 4 in PAT Reading

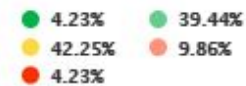
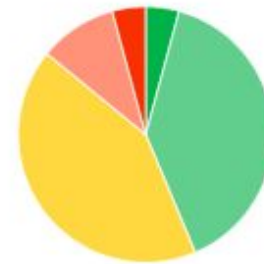


2018 Semester 2 Single Test Analysis for Year 5 in PAT Reading



READING 5/6

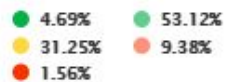
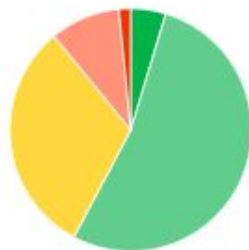
Reading And Viewing



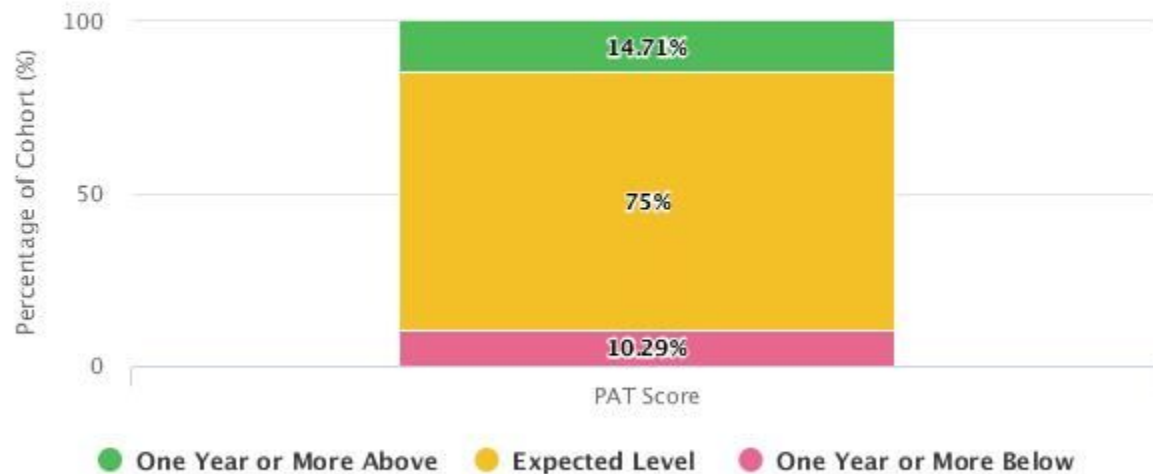
2018 Semester 2 Single Test Analysis for Year 6 in PAT Reading



Reading And Viewing

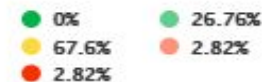
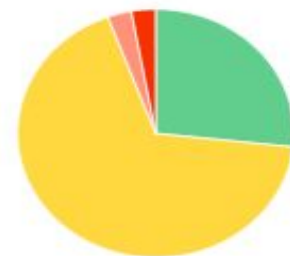


2018 Semester 2 Single Test Analysis for Year 3 in PAT Maths

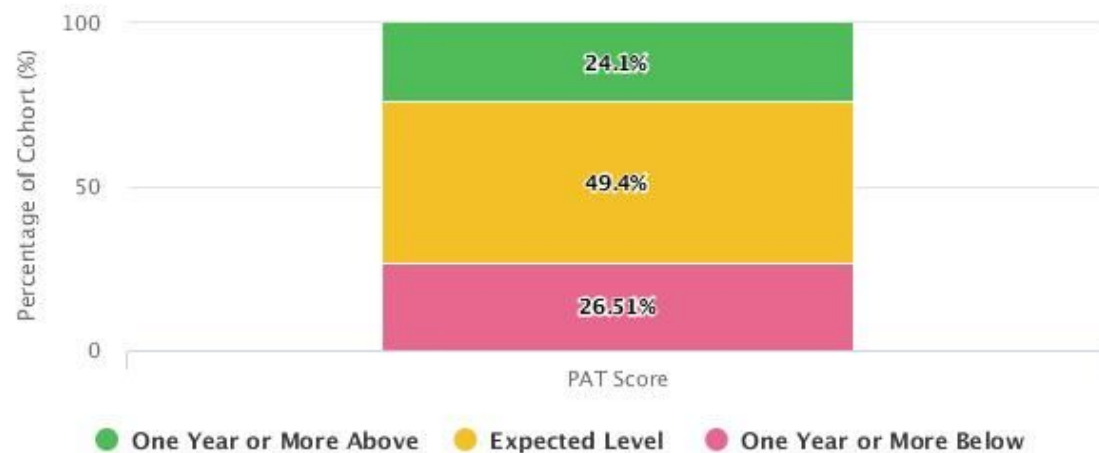


NUMERACY 3/4

Number And Algebra



2018 Semester 2 Single Test Analysis for Year 4 in PAT Maths



Number And Algebra

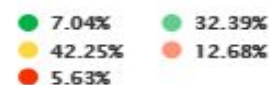
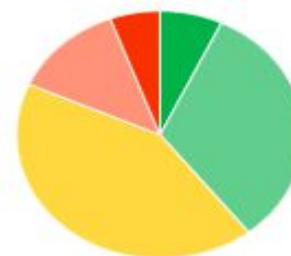


2018 Semester 2 Single Test Analysis for Year 5 in PAT Maths



NUMERACY 5/6

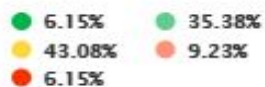
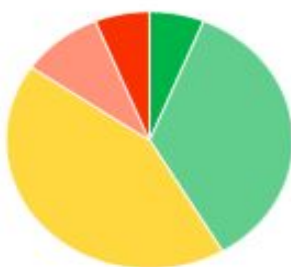
Number And Algebra



2018 Semester 2 Single Test Analysis for Year 6 in PAT Maths



Number And Algebra



PROFESSIONAL LEARNING LOG

<p>Date:</p> <p>Student:</p> <p>Current Level:</p> <p>Expected level:</p> <p>Review date:</p>	<p>Is the student's current level what was expected in relation to the evidence collected? If not what level does the evidence suggest?</p> <p>What is the desired level/outcome at this stage?</p>
<p>What specific learning goals are set for this student's development and progress?</p> <ul style="list-style-type: none">•	<p>What teaching strategies will you use in your classroom to achieve these goals?</p> <ul style="list-style-type: none">•
<p>What evidence (do, say, make, write) would show that the goals have been achieved?</p> <ul style="list-style-type: none">•	<p>What resources will you need to meet the student's needs?</p> <ul style="list-style-type: none">•

An abstract graphic on the left side of the slide, consisting of a network of thin, light blue lines and small circles, resembling a circuit board or a neural network. The lines and circles are arranged in a vertical, branching pattern, with some lines extending horizontally and others vertically, creating a sense of connectivity and flow.

STUDENT ENGAGEMENT AND WELLBEING 2018

Engagement Measure

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning.

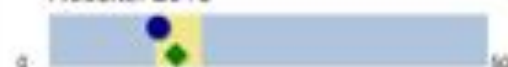
School Comparison

A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2018 attendance rate by year level:

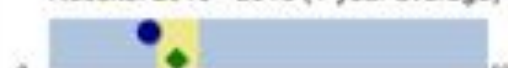
Student Outcomes

Results: 2018



Few absences <-----> Many absences

Results: 2015 - 2018 (4-year average)



Few absences <-----> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	92 %	94 %	92 %	95 %	94 %	92 %

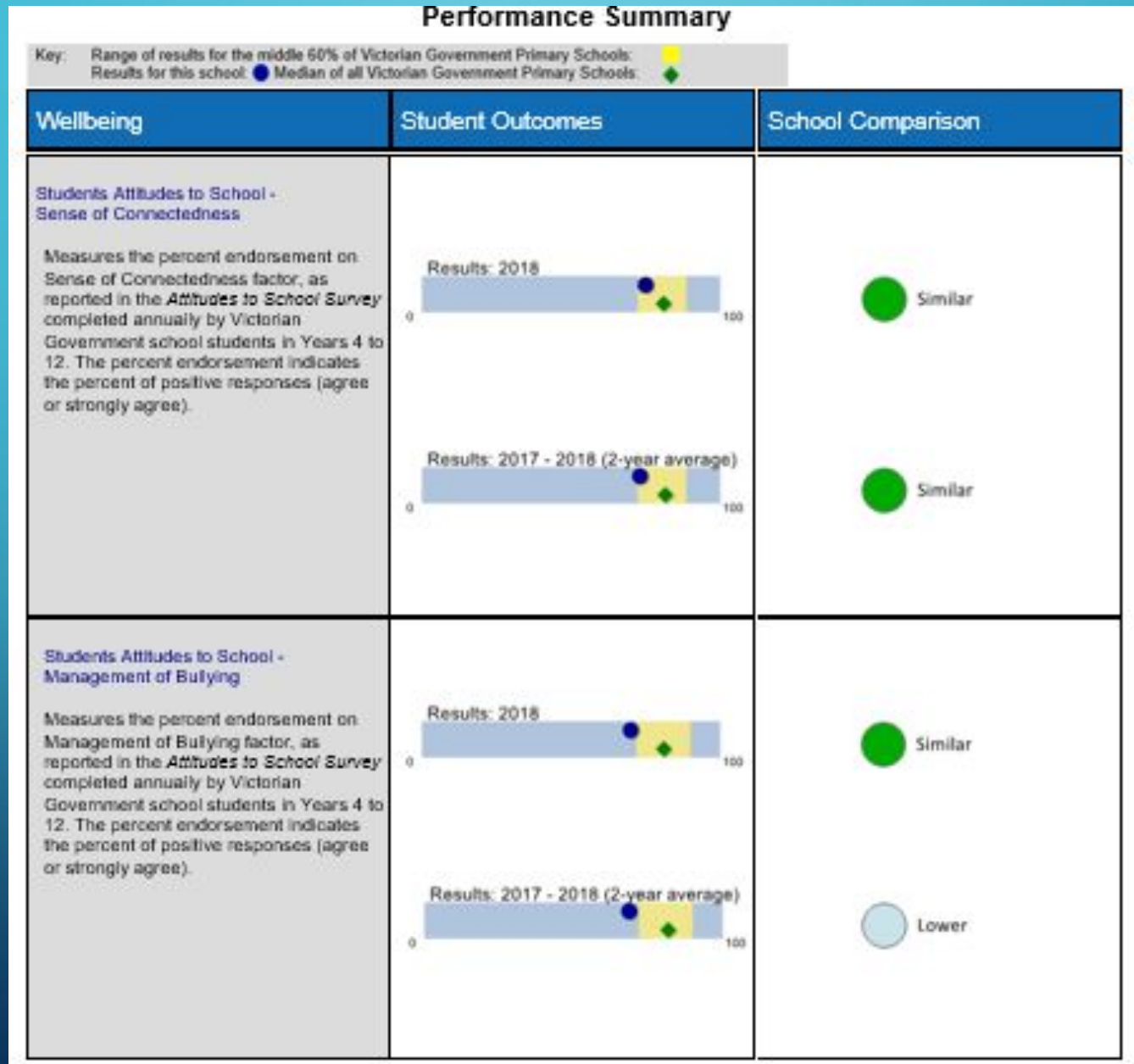
School Comparison

 Similar

 Similar

WELLBEING MEASURE- Student Survey

Connectedness to School and management of Bullying Year 4-6



STAFF SURVEY

School Climate for all respondents

63%

Your school

78%

Similar schools

73%

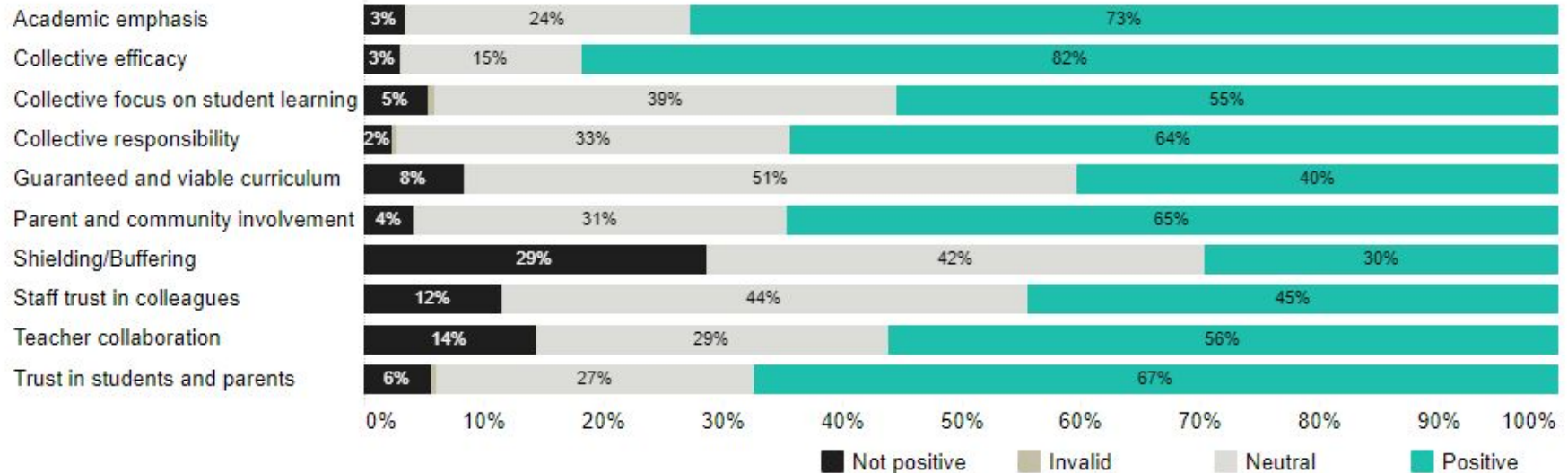
Network

74%

State

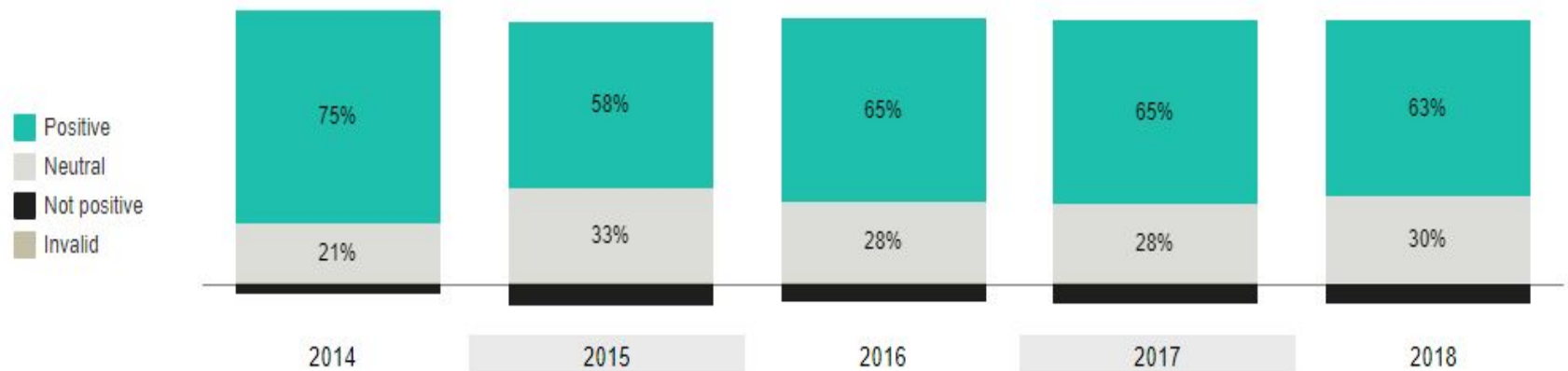
Responses by category in 2018 (%) ⓘ

School Climate for all respondents



Responses by category over last 5 years (%)

School Climate for all respondents



THE STUDENT WELLBEING TEAM

- The Student Engagement team worked from the feedback given during 2017.
- Outside consultant worked with teachers and students across the school.
- Dr David Collins provided learning for teachers
- Audit of the school processes around Safe and Orderly Environment
- Strategic team training around School-Wide Positive Behaviours as a frame to link the existing aspects of school practice for consistent implementation

ACTIONS FROM REVIEW

- Implement a whole school consistent framework to reflect the practice of the school
- Consistency of implementation

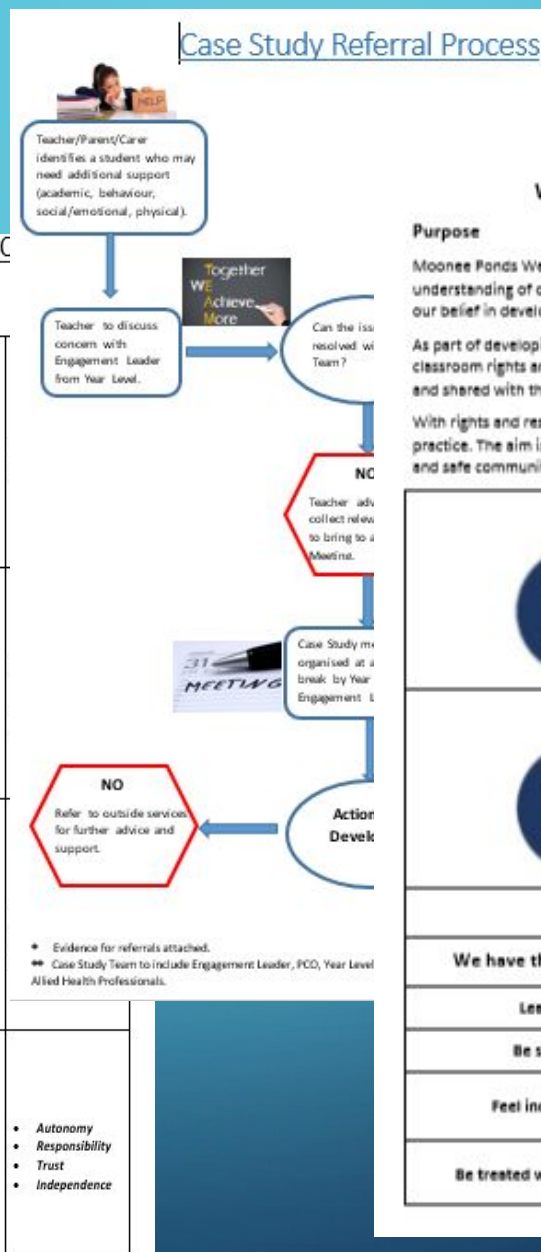
Engagement Leaders Action Plan

ACTIONS:

- Unpacking the School Values (look/sound/feel like) for staff, students and parents.
- Complete an audit around Rights and Responsibilities/Student Expectations 📝
- Develop a Matrix of Expectations. 📝
- Document School Processes for addressing additional needs. 📝
- Clarify types of major/minor incidences.
- Visual Prompts for expectations.
- Determine data collection (type, when, how)
- Acknowledgements-what does this look like at MPW PS?
- Lesson Plans to cater for student voice and agency. 📝

Learning Engagement – Planning Check

Collaboration Individual Goal Setting? Aspirational Challenge at each Learning Level? Negotiated Curriculum/Learning? Student Interest? Evidence Sharing and Feedback?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Decision-making Students can decide final product of learning? Students can decide how learning will be assessed? Students can decide how students will work (independently, in pairs, small groups etc)? Students can decide resources?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Responsibility Students create a Learning Plan? Students identify and complete check-ins with teacher? Student initiate support/help as required?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Self-regulation Rubrics/Learning Continuum used to track progress? Goal Revisited? Next Steps Planned?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



Whole School Rights and Responsibilities Framework

Purpose

Moonee Ponds West's Rights and Responsibilities Framework ensures a consistent approach and a shared understanding of our rights and responsibilities as a school community. This framework is underpinned by our belief in developing the whole child.

As part of developing a positive classroom culture, it is an expectation that teachers and students develop classroom rights and responsibilities during term one of each year. These documents are to be displayed and shared with the school community.

With rights and responsibilities come natural and logical consequences which is underpinned by restorative practice. The aim is to empower students to reflect on and modify their behaviour to be part of a happy and safe community.

MPWPS VISION	
Vision	"Young people will leave MPW as knowledgeable, independent, critical thinking individuals able to take their place in the world with capacity and courage to create a better future."
MPWPS VALUES	
Values	"The MPW community do this by nurturing compassion, creativity and a love of learning"
MPWPS RIGHTS AND RESPONSIBILITIES	
We have the right to	We have the responsibility to
Learn	<ul style="list-style-type: none"> be ready to learn
Be safe	<ul style="list-style-type: none"> be safe and keep others safe
Feel included	<ul style="list-style-type: none"> be accepting of others celebrate each other's uniqueness
Be treated with respect	<ul style="list-style-type: none"> listen to others and have others listen to us care for community members, spaces and property

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,031,329	High Yield Investment Account	\$401,630
Government Provided DET Grants	\$428,755	Official Account	\$19,147
Government Grants Commonwealth	\$4,800	Other Accounts	\$307,659
Revenue Other	\$415,091	Total Funds Available	\$728,436
Locally Raised Funds	\$399,712		
Total Operating Revenue	\$5,279,688		
Equity*			
Equity (Social Disadvantage)	\$14,303		
Equity Total	\$14,303		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,141,994	Operating Reserve	\$173,230
Books & Publications	\$13,556	Other Recurrent Expenditure	\$5,170
Communication Costs	\$6,741	Funds Received in Advance	\$49,225
Consumables	\$95,078	School Based Programs	\$32,655
Miscellaneous Expense ³	\$618,621	Funds for Committees/Shared Arrangements	\$142,617
Professional Development	\$8,108	Repayable to the Department	\$110,147
Property and Equipment Services	\$170,784	Asset/Equipment Replacement < 12 months	\$80,000
Salaries & Allowances ⁴	\$150,121	Capital - Buildings/Grounds < 12 months	\$99,103
Trading & Fundraising	\$10,350	Maintenance - Buildings/Grounds < 12 months	\$41,593
Utilities	\$38,943	Total Financial Commitments	\$713,738
Total Operating Expenditure	\$5,254,295		
Net Operating Surplus-Deficit	\$25,393		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation

(3) ~~Misc~~ Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

FINANCES OF THE SCHOOL

- Welcome Business Manager: Ms Sandra Monaghan
- The school continues to be in a favourable financial position.
- The School Council monitors the school's Financial position through the Finance Sub-Committee.
Membership of the Finance committee represents teachers parents. We are compliant as a Parent is the School's Treasurer.