

2018 Annual Report to The School Community



School Name: Moonee Ponds West Primary School (2901)



- 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 2018 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 22 March 2019 at 12:38 PM by Kerri Simpson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 19 August 2019 at 04:47 PM by Ben Atchison
(School Council President)

About Our School

School context

Moonee Ponds West Primary school is a co-educational Foundation-Year 6 school located in the quiet residential area of Moonee Ponds in Melbourne's inner north-western suburbs. The school provides primary education for families in the suburb of Moonee Ponds and surrounding neighbouring areas. The school, established in 1888, has a 129 year history with the Library and Hall buildings considered to be of significant by the National Trust. The school is well respected within the community and the demand for student places often exceeds those available. In 2018 the school community revisited the school's vision and values. These have been endorsed by the School Council and are Vision: Young people will leave Moonee Ponds West Primary School as knowledgeable, independent, critical thinking individuals able to take their place in the world with capacity and courage to create a better future. The Moonee Ponds West community do this by nurturing compassion, creativity and a love of learning. The Values are: Compassion, Courage, Creativity, and Critical thinking.

The enrolment of the school is 530 students. In 2018, the staff consisted of two Principal Class Officers, thirty-four teaching staff, 28.79 Full Time Equivalent, including one substantive leading teacher and one acting leading teacher, six specialist teachers and twenty one Education Support (ES) staff, with 12.56 Full Time Equivalent. The Student Family Occupation (SFO) & Student Family Occupation Education Index (SFOE) remains stable and is currently 0.14 (2017 State Median is 0.44). This illustrates a level of advantage for the school.

The school structure is multi-aged classes of two year levels with some teachers housed in teams. Flexible groupings allow for differentiation of learning to meet students' needs. Specialist programs for 2018 were Physical Education (PE), Creative Arts, Language (a Japanese immersion program), and Hall (for Oral Language and social development) and the school's intervention is through Learning Support across the school targeting reading and writing in the Junior School. The Victorian Government funding for a rebuild and upgrade of the school's toilet block commenced in 2018 and is due to be completed in April 2019. The school is an active member of the Moonee Valley Instrumental Music Program. Through the membership of this established program, students have access to a range of instrumental tuition within school time. The students have the opportunity to perform at a Soiree and at an local school spectacular at the end of each year. The school grounds offer active and passive areas for student play, two adventure playgrounds, a synthetic oval with running track, football and soccer fields as well as a courtyard, centenary garden. The school has an Open Gate Policy that encourages community groups and families to use the school buildings and grounds out of school hours. Moonee Ponds West recognises that families are important partners in supporting the education achievement and wellbeing of students and values the partnership between the students, staff and parents.

Framework for Improving Student Outcomes (FISO)

The FISO Framework is becoming evident within the work of the school. During 2018 the school community took part in the mandated School Review. This process occurs every four years with new targets and goals being formed to reflect areas of need. The Review process is a collaboration of all stakeholders. As part of this process the following FISO areas have been identified as areas for future developments: Building Practice Excellence in particular lifting the performance of our more able students (those in the Top two Bands in Reading Writing and Number); Safe and Orderly Environment with a focus on engaging students in their learning and Building Community: strengthening the community to become involved in the learning journey of the students. The school's newly developed Annual Implementation Plan (AIP) has Building Practice Excellence, Empowering Students and Building School Pride as the foci.

The Key Improvement Strategies are: Building teacher collaboration through the introduction of Professional Learning Teams that meet weekly to plan for learning, strengthening teacher practice through knowledge of content and high expectations in the learning tasks in reading, writing and mathematics learning. Knowing our students learning needs and adjusting the learning tasks to challenge the students will continue to be the focus. A differentiated learning opportunity for all students is now the work that the School Review has highlighted for the next four years.

Achievement

Over the year the children have really developed and extended their learning in Reading and Number especially evident in Year 5. In Year 5 the students are performing above the State in these areas. The achievement in the Annual Report is depicted as being similar to other schools with students like ours. In 2018 the school again accessed the support of Literacy and Numeracy consultants who have been assisting teachers to build their capacity to re-engage with the strategies that make a difference to the learning of students. In the Junior School (Foundation to Year 2) more strategic learning support in Semester 2 2018, provided intervention to those who were designated as being six-twelve months behind the expected level. Whilst there are not many of these students, catching them up and ensuring learning growth was of importance.. The Junior School Team has been working consistently to strengthen the learning of students within a well supported and creative learning environment. The next challenge for us is to extend the growth of the students above and well above what is expected at each year level.

In the Middle and Senior Schools teachers have been working on Independent Reading to build reading comprehension, and to strengthen writing across the year levels. In Mathematics the focus has been on building and using number facts and processes through Number Talks and Problem Based Learning. This is supported by a team of teachers working with the consultant to build content knowledge to support mathematics learning in all classes. Going forward intervention across all levels will be targeted, supported by the classroom teaching practices and monitored.

Engagement

The engagement measure takes into consideration the attendance data of the school. this included approved and unapproved absences. At Moonee Ponds West PS the student attendance data is similar to schools with students like ours. The students attendance data indicated that the students attendance is above 90%. the school is aspirational and is targeting an improvement to 95% in the 2019 school year. The focus will also be on reducing unexplained absences by using COMPASS as a way of tracking and following up with families.

During 2018 the staff began to investigate the use of strategies to empower students within their learning. The High Impact Teaching Strategies have been introduced and the Framework for Improving Student Outcomes (FISO) has enabled teachers to begin to discuss a pedagogical model for the school. The School Review enabled further consideration around these features and the ongoing work will be to strengthen an agreed pedagogical model from which teachers and students can collectively improve learning outcomes. Student Engagement through an agreed learning model will lift performance and engagement of students with their teacher, as they feedback and adjust their learning goals.

Wellbeing

The evidence presented in this area indicates that the school is demonstrating similar data to school with student like ours, especially in the aspect of school connectedness. The survey is completed by students in years 4-6. in the area of managing bullying the school again has data similar to schools with students like ours. The two year trend however, indicates that we have a lower response than schools with students similar to ours.

Early in 2018, the school held Focus Groups of the year 4-6 students to seek their feedback on improving learning and connectedness to school. As a result, professional learning for staff and some workshops for students were a feature. The workshops focused on 'calling out' bullying behaviours and using Circle Time to provide the opportunity for whole class discussion of issues. The school has begun to investigate a possible framework that will support the existing relational practice of student wellbeing (Kids Matter and the DET School-wide Positive Behaviours frameworks) so that there is consistent language and actions that the all stakeholder in the community can identify and adhere too. The community of Moonee Ponds West PS cares about each and every stakeholder and the children respect themselves and others in all interactions. The use of Restorative Practice strategies in all conversations adults have with students strengthens their wellbeing. The school has a high reliance on intrinsic motivation and this has been key feature of the school over time.

Financial performance and position

The financial situation of the school is strong and managed with effectiveness. The school has a strong process of Program Budgeting which aligns the School Resource Package to the goals and targets of the School's Strategic Plan. In 2018 the school has taken on the role of managing the Moonee Vale Instrumental Music Program and reports to the school on expenditure and revenue of this program.

Parents at Moonee Ponds West Primary School contribute to the Library and Building funds each year. The funds collected are expended on targeted projects as designate by the School Council in collaboration with stakeholders. In 2018 the funds from the Building Fund were assigned to a refurbishing of the Junior toilets in the Hall Building. The Library Funds was expended on supporting and building the literature collection available to students across the school.

The school receives a small amount of Equity Funding and this is expended on consultants who have been working alongside teachers to building their capacity to provide for the learning needs of all students in English, Mathematics and Inquiry

Extending and supporting students across the curriculum is now the focus of all learning with teachers being given time to plan together in focused Professional Learning Teams across the school.

For more detailed information regarding our school please visit our website at
<https://mooneewestps.vic.edu.au>

Performance Summary

The Government School Performance Summary 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

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

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

11 percent of students had English as an additional language and np 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: High

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	65.0	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	62.7	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.1	90.1	82.6	95.3	Lower
Mathematics	92.3	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	73.9	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	82.6	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	84.1	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	68.8	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	72.6	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	71.7	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	75.8	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	71.0	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	19.6	58.9	21.4
Numeracy	23.1	48.1	28.8
Writing	12.7	56.4	30.9
Spelling	12.7	58.2	29.1
Grammar and Punctuation	9.1	50.9	40.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.1	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	12.1	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	94	92	94	92	95	94	92

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	75.1	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	73.2	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	70.1	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	68.7	81.8	73.7	89.7	Lower

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$4,031,329
Government Provided DET Grants	\$428,755
Government Grants Commonwealth	\$4,800
Government Grants State	\$0
Revenue Other	\$415,091
Locally Raised Funds	\$399,712
Total Operating Revenue	\$5,279,688

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,303
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,303

Expenditure	Actual
Student Resource Package ²	\$4,141,994
Adjustments	\$0
Books & Publications	\$13,556
Communication Costs	\$6,741
Consumables	\$95,078
Miscellaneous Expense ³	\$618,621
Professional Development	\$8,108
Property and Equipment Services	\$170,784
Salaries & Allowances ⁴	\$150,121
Trading & Fundraising	\$10,350
Travel & Subsistence	\$0
Utilities	\$38,943
Total Operating Expenditure	\$5,254,295
Net Operating Surplus/-Deficit	\$25,393
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$401,630
Official Account	\$19,147
Other Accounts	\$307,659
Total Funds Available	\$728,436

Financial Commitments	Actual
Operating Reserve	\$173,230
Other Recurrent Expenditure	\$5,170
Provision Accounts	\$0
Funds Received in Advance	\$49,225
School Based Programs	\$32,655
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$142,617
Repayable to the Department	\$110,147
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$99,103
Maintenance - Buildings/Grounds < 12 months	\$41,593
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$713,738

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 04 Mar 2019 and are subject to change during the reconciliation process.
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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 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.

'Levels A to D' 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').