

2019 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 2019 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 03 June 2020 at 04:00 PM by Kerri Simpson (Principal)

The 2019 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.

To be attested by 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 northwestern 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 significance by the National Trust. A new Virtual Tour of the school is available on the school's website. The school is respected within the community and the demand for student places often exceeds those available. In 2019, the school community revisited the school's vision and values statements. The School Council has endorsed these and the vision statement has been refined to 'We Think Create and Learn Together'. The school's values of Compassion, Courage, Creativity, and Critical thinking are evident in all that the students and community do together.

The enrolment of the school during 2019 was 516 students. The staff consisted of two Principal Class Officers, 31 teaching staff, 29.05 - Full Time Equivalent, including one substantive leading teacher seconded from another school, six specialist areas for enrichment and support 16 Education Support (ES) staff, with 8.51 Full Time Equivalent. The Student Family Occupation (SFO) & Student Family Occupation Education Index (SFOE) remains stable and is currently 0.163 (2017 State Median is 0.44). The SFOE indicator illustrates a level of advantage for our school.

The school structure is multi-aged classes of two-year levels with teachers housed in Professional Learning Teams (PLTs). Collaborative planning enables the teaching of flexible groupings representative of student learning needs, Our Specialist programs for 2019 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 skill development especially in the early years.

The school is an active member of the Moonee Vale 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 a local School Combined Concert Spectacular at the end of each year.

The school grounds offer active and passive areas for student play, two adventure playgrounds, and a synthetic oval with running track, football and soccer fields as well as a courtyard. The school received funding for the development of a Sensory Garden during the 2018-19 school year. The major construction work was completed in 2019. Now parents, staff and students have begun working on further developments including planting. The school has an Open Gate Policy that encourages community groups and families to use the school grounds out of school hours. This is a wonderful community resource.

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 Framework for Improving Student Outcomes (FISO) is a Government directed framework for consistency across the sector. During 2019 the framework for direction and collaborative student improvement was becoming evident within the 'work' of the school. The 2018 School Review informed a new three year Strategic Plan and the yearly Annual Implementation Plan. Such structure has enabled consistency and collective effort in achieving the goals and targets. Each staff member has the goals and targets front of mind, as they are evident in their Performance and Development Plans.

Through collaboration within the internal school structures, the focus has consolidated on the following FISO areas 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 Annual Implementation Plan (AIP) for 2019 has the smaller factors of Building Practice

Excellence, Empowering Students and Building School Pride as the focus for 2019.

The Key Improvement Strategies continue to be: 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 tasks to challenge the students, continues to be the focus. We continue to explore the digital opportunities for self-directed learning in these important areas.

Achievement

Over the 2019 school year, the children have really developed and extended their learning, especially in Numeracy at Year 3 and Year 5. In both Year 3 and 5, the students are performing well above the State Mean Score. The focus of the improvement has been the work of teachers to build their mathematical content knowledge, supported by the documenting of the developmental mathematical learning sequence. The Annual Report for Year 3 Numeracy shows the growth in achievement however, this is still below the achievement of other schools with students like ours. Year 5, however shows that we are performing above other schools with students like ours. It is important to note that there is no decline in achievement from Year 3 to 5 in Numeracy.

In Reading at Year 3 and 5, the student achievement is at or above the State, but below similar schools with students like ours. Current reading practice is focusing on consistent literacy practices across all year levels. In 2019, the school continued to access the support of Literacy and Numeracy consultants to assist teachers with their planning for the documentation and implementation of consistent practice across the school. The school continues to support student learning in the early years, with a range of intervention strategies for those who are six to twelve months below the expected level. This strategy has also been supported by the Speech Therapy Assistance Program overseen by the school funded Speech Therapist and two dedicated Education Support Officers. The multi-disciplinary team approach is a successful way of ensuring all students are learning and achieving.

During 2019 the staff collaboratively developed and began implementing an Instructional Model for teaching. This consistent practice has enabled all classes to focus on improving engagement in learning through learning intentions, success criteria, explicit teaching and feedback.

The Junior School Team has been working consistently to strengthen the learning of students within a creative learning environment. The staff are continually planning together to monitor and extend the growth of all students across the school. This is exciting work for all staff and parents.

In the Middle and Senior school classes teachers continue to deepen student knowledge through structures like Independent Reading which builds reading stamina and comprehension. To strengthen writing skills, the teachers use the strategies associated with the 6+1 Writing Traits for instruction across the year levels. The role of the recently appointed Learning Specialists in Literacy and in Numeracy continues to support teacher learning and consistent implementation in these key areas. In Mathematics, the focus has been on building and using number facts and developmental processes through Number Talks and Problem Based Learning.

In 2019 the school's performance measured against system criteria improved, moving from Renew into Influence for the first time. This is very pleasing and reflects the collaboration of the staff to improve student learning and engagement.

Engagement

The engagement measure takes into consideration the attendance data of the school. This included approved and unapproved absences.

At Moonee Ponds West PS, a similar school comparison rating of above indicates this school records less absences than expected, relative to the similar schools group with similar characteristics.

The data demonstrates that students are motivated to come to school and are only absent for illness and family

holidays. The student's attendance data indicated that the student's attendance is between 92% and 94%. The school had an aspirational target of 95% for attendance in 2019 and gained 94% generally.

The focus continues to be on reducing unexplained absences by using COMPASS as a way of tracking and following up with families. During 2019, the staff began to investigate the use of strategies to empower students within their learning. The Instructional Model and the High Impact Teaching Strategies (HITS) have been introduced and these have enabled teachers to be effective in their instruction.

Student Engagement through an agreed Instructional Model which links with student goal setting, will continue to lift performance and engagement of students through teacher feedback and by adjusting their learning goals.

Wellbeing

The School Review outlined the need to build a collaborative culture for all of the stakeholders of the school. A sense of connectedness between the school and the community was the main focus in this area for 2019. The school, through the Engagement and Wellbeing Curriculum Action Team (CAT), developed appropriate wellbeing structures and processes to ensure all students and parents felt connected, included and safe.

The CAT created a Student Engagement checklist as a lens for teachers to use when planning, to ensure there was a variety of ways students could collaborate on and develop their learning. The Engagement and Wellbeing CAT also audited the Rights and Responsibilities classroom documents to develop a Rights and Responsibilities Framework which ensures that the School Values are embedded into all interactions and expectations. A Case Study Process was developed to ensure that teaching teams collaboratively discussed and planned for individual and group needs (academic, social, emotional or physical). The Engagement and Wellbeing CAT also developed a Major and Minor Incidents Framework from the School Wide Positive Behaviours Program to ensure a common language and approach was used by staff students and parents.

It is planned for the Engagement and Wellbeing Curriculum Action Team to work with the Moonee Valley Network Community of Practice to develop student voice through the Aspirations Framework. This work will be led by Dr Russell Quaglia from the United States, a leading authority on the development and achievement of student voice and aspirations. This will enhance the planning for student voice and engagement in all areas of the curriculum.

As a result, the Student Attitudes to School Survey demonstrated a 3% improvement in positive responses to the School Connectedness section, surpassing the AIP target by 1%. The Parent Opinion Survey also surpassed the AIP target for School Connectedness (from 87%- 89%) by achieving 96% in positive responses. Managing Bullying on the Student Attitudes to School Survey also had positive gains, moving from 70% of positive responses in 2018 to 74% of positive responses in 2019. A re-focus and further implementation of Restorative Practices is planned for 202 which should have a positive effect in this area.

A target of the 2019 AIP was to increase the Positive Transitions in the Parent Opinion Survey from 67% to 75% of positive responses. The 2019 results saw this increase from 67% to 73%, parents feeling 86% positive about their children being, "...supported this year to adjust to his/her new year-level". However, only 60% of parents felt "...confident that this school prepares students for the next phase of their life/schooling". In 2020, the school will use parent focus groups through School Council, Education Committee and Parent Community Committee to ascertain expectations in relation to this area.

Financial performance and position

The Financial Management of the school is both very sound and effective. The school has clear processes in place for the Financial Management of school funds in line with DET Financial Management guidelines and policies. All revenue (Student Resource Package, Parent Contributions (Library and Building Fund) and Fundraising) is expended in line with our budgeting process, which is underpinned by the goals of our School Strategic Plan.

We continue to act as the Co-Ordinator school (2018-2020) for the Moonee Vale Instrumental Program. Shared program funds are managed through our bank accounts and all revenue and expenditure are reported to the Moonee Vale Instrumental Program Management Committee, our Finance committee and School Council.

In 2019 we completed our toilet upgrade of the Junior School toilets using monies donated from our Building Fund. Monies donated to our Library Fund were expended on building our literature collection available to all students.

Our Equity Funding in 2019 was utilised to fund Mathematics and English consultants to continue to build the capacity of teaching staff to provide for the learning needs of the students of our school.

In 2019 we ended the year with the deficit listed (\$224,465), this is reflective of the Moonee Vale Instrumental Program Budget, held in our school accounts, the support for teacher learning and the employment of an intervention teacher through our School Local Payroll.

After the Student Resource Package Reconciliation carried out at the start of 2020 we have a small surplus that is being carried forward to support the cost of our staffing profile.




For more detailed information regarding our school please visit our website at
<https://www.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.

Members of the community can contact the school for an accessible version of these data tables if required.



















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

School Profile	
<p>Enrolment Profile</p> <p>A total of 520 students were enrolled at this school in 2019, 238 female and 282 male.</p> <p>10 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Below </p> <p>Below </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Above </p>		

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>45%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>42%</td> <td>47%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>49%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>48%</td> <td>39%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>53%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	45%	42%	Numeracy	11%	42%	47%	Writing	17%	49%	33%	Spelling	13%	48%	39%	Grammar and Punctuation	14%	53%	33%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	93 %	94 %	92 %	94 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	93 %	94 %	92 %	94 %	93 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,850,252	High Yield Investment Account	\$400,871
Government Provided DET Grants	\$297,191	Official Account	\$20,244
Government Grants Commonwealth	\$1,400	Other Accounts	\$25,067
Revenue Other	\$288,951	Total Funds Available	\$446,182
Locally Raised Funds	\$498,766		
Total Operating Revenue	\$4,936,560		
Equity¹			
Equity (Social Disadvantage)	\$16,181		
Equity Total	\$16,181		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,805,951	Operating Reserve	\$212,508
Books & Publications	\$14,225	Other Recurrent Expenditure	\$19,858
Communication Costs	\$9,110	School Based Programs	\$52,537
Consumables	\$75,228	Funds for Committees/Shared Arrangements	\$195,839
Miscellaneous Expense ³	\$786,525	Asset/Equipment Replacement < 12 months	\$25,000
Professional Development	\$14,688	Capital - Buildings/Grounds < 12 months	\$85,968
Property and Equipment Services	\$207,288	Maintenance - Buildings/Grounds < 12 months	\$64,686
Salaries & Allowances ⁴	\$187,803	Total Financial Commitments	\$656,396
Trading & Fundraising	\$20,055		
Utilities	\$40,152		
Total Operating Expenditure	\$5,161,025		
Net Operating Surplus/-Deficit	(\$224,465)		
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 26 February 2020 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)

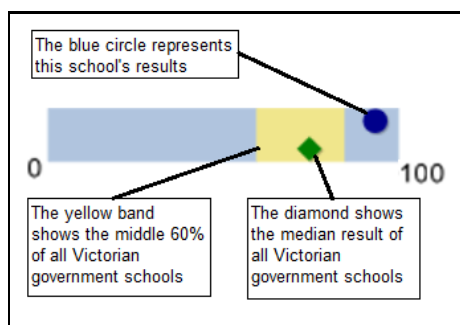
Engagement

- student attendance and engagement at school
- 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)
- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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 their first 11 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').