

2022 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 South-Western Region. The school provides primary education for families in the suburb of Moonee Ponds and surrounding neighbouring areas. The school, established in 1888, has a 135-year history with the Library and Hall buildings considered to be significant by the National Trust. The schools' Vision statement of 'We think, create and learn together' and values of Collaboration, Courage, Creativity, and Critical thinking are becoming evident in all school and community activities. The enrolment of the school during 2022 was 363 students. The staffing profile consisted of an Acting Principal from Term 2 to Term 4, 28 teaching staff, 6 specialist areas for enrichment and support, 10 Education Support (ES) staff, with Full Time Staff Equivalent of 31.18 EFT. Our two Learning Specialists in Literacy and Numeracy continued to enable support of teachers to deepen their pedagogical knowledge in these curriculum areas. The Student Family Occupation (SFO) & Student Family Occupation Education Index (SFOE) remains stable and in 2022 was 0.12 (2022 State Median is 0.4142). The SFOE indicator illustrates a level of advantage for our school community.

The school structure is predominantly multi-aged classes of two-year levels with teachers housed in Professional Learning Teams (PLT's). Collaborative planning enables the teachers to plan to meet student learning needs. The current performance indicators show our success as a result of this process. Our Specialist programs in 2022 were Physical Education (PE), Creative Arts and Language (a Japanese immersion program). The school's intervention strategy across the school, has focused on reading development especially in the early years. In 2022 the State funded Tutoring program targeted students in a reading 'boost' opportunity across all PLT teams.

The school is an active member of the Moonee Vale Instrumental Music Program which enables students to learn a range of instrumental tuition within school time. Performance opportunities are an important part of this offering including a camp, MPW Soiree and a combined school concert. Our 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 passive courtyard area. The school received state funding in 2022 for the development and modernization of Hall and Library buildings and the playgrounds. Consultation with the community, students and staff has driven the focus for these works, with the construction work expected to begin at the end of 2023. 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

Progress towards strategic goals, student outcomes and student engagement

Learning

Over the 2022 school year, students have continued to grow and extend their learning as evidenced by the Reading and Numeracy results at year 3 & 5 NAPLAN where our students performed above the State Mean Score. For students in the top three bands of tests in NAPLAN, our school performed above the State and Similar Schools averages in our year 5 Reading and Numeracy. Our year 3 Reading was above State but slightly below Similar Schools and year 3 Numeracy was above State and Similar Schools. This is an impressive achievement for our students and school demonstrating knowledge and ability in these areas continues to be high and growing.

In our Junior school we are continuing to strengthen the knowledge and practice of teachers in the aspects of rich reading, writing and numeracy instruction. Current reading practice is focusing on consistent rich and effective literacy practices across all year levels. In the Middle and Senior Schools, teachers continue to deepen student knowledge through Independent Reading to build reading stamina, a focus on comprehension strategies, and are involved in the strengthening of writing across the year levels. In Writing we have begun working with a literacy consultant, to focus on the links between reading and writing and how our students can turn reading into great writing. Development of students' use of language to engage our audience and create mood to help our readers visualize their ideas.

The role of our Learning Specialists in 2022 for Literacy and in Mathematics was to support teacher work at the classroom level and monitor strategy implementation for consistency and pedagogical knowledge of staff. In Mathematics, the focus continues to be on building and using number facts and processes through Number Talks and Problem Based Learning. These strategies enable higher level thinking skills and strengthens understanding of mathematical concepts developmentally for students. The school is committed to supporting all student learning with a range of strategies including the opportunity to provide literacy support through

the Tutoring Learning Initiative and our Speech Therapy Assistance Program overseen by the school funded Speech Therapist. We also have a number of our high performing students supported through the Victorian High Ability Program. Teaching staff are collaboratively planning together to monitor and extend the growth of all students across the school through our PLT structure using evidence of student learning to support teaching of learning based on student needs.

Wellbeing

During 2022 we continued to support students transition back to full time onsite learning, with a focus on opportunities for engagement and connectedness to their peers and school. From the Attitude to School Survey with our year 4-6 students, we have seen a decrease in our student's sense of connectedness to school with 63.7% positive endorsement in 2022, dropping below our 4 year average of 70%. We have conducted our own school-based focus groups with student in years 4-6 to seek out student opinions more clearly. We have also tracked cohort responses from year 4 to year 6. We continue to engage with our students to put in place more opportunities for teachers, students and parent's wellbeing and engagement across the school community. Another area of focus is to increase positive endorsement with how the school manages bullying, as in 2022 positive endorsement was only 61.9%, which has dropped below our 4 year trend of 69%. This indicates further work is needed to be done to understand student perception, ensuring students have a clear understanding of how the school manages incidents of alleged bullying. In 2022, development of a Student Engagement and Wellbeing Guidelines document started this process and will continue into 2023, in order to build consistency and understanding for staff, students and parents of the schools' processes and expectations. The school continues to work with a psychologist based at the school one day a week, through the Medicare rebate system, following a referral process, to support students who may require mental health support.

Engagement

The engagement measure takes into consideration the attendance data of the school. This included approved and unapproved absences. At Moonee Ponds West PS our average number of absence days across the school was 20.7 days. A similar school comparison rating of 19.8 days and a state average of 23.3 days indicates our school records similar or less absences than expected, relative to schools with similar characteristics to ours. There was an increase in the number of absences due to illness, including COVID-19 isolation periods for students and families, and absences for family holidays. The student's attendance data indicated that the student's attendance is between 89% and 91%. The school has an aspirational target of 95% for attendance, with our 2022 average for attendance being close to 90%. A core focus continues to be on reducing unexplained absences by using COMPASS as a way of tracking and following up with families. For some students (less than 2%) individual Attendance Plans and supports were developed in collaboration with families.

A considered balance of academic and social/emotional focus is given to support learning and wellbeing. We offer students the opportunities to contribute and be part of their learning at school. The school's Instructional Model has been further refined with staff, allowing for planning and documentation of learning to support the engagement of students in their learning at all year levels. The resumption of our full camping, excursion and incursion program, including school events such as Show Day, in 2022 has enabled students to participate in learning opportunities and enrichment activities outside of the classroom and school to further provide authentic and purposeful learning.

Other highlights from the school year

In 2022, Moonee Ponds West had its School Review. The pre-review evaluation provided opportunities for stakeholders, including parents, students and staff to engage in providing feedback and future direction to the school's next Strategic Plan. There were many highlights and celebrations to acknowledge the work the school has undertaken since 2019. The findings of the review were focused on continuing to build on collaboration, consistency and clarity in the implementation of the school's agreed learning and wellbeing approaches.

The school received Capital Works Grant of \$7 million targeting the update and modernisation of the Junior Building, Library and playgrounds. Our Junior School Council has been integral in ensuring student voice has been part of the process, meeting with architects and providing ideas and feedback throughout the scope and design process. Construction is expected to begin with the Junior building at the end of 2023. This is an exciting opportunity for the school to enhance the learning spaces and learning offerings to our students in the future.

In 2022, we offered our full camping program once again. Year 3/4 students enjoying a 3 day, 2 night camp; our 5/6s a 4 day, 3 night camp; our year 2 sleepover returned as an overnight stay onsite at school; and our F/1 activity night with students returning for activities and dinner at school.

Financial performance

The Financial Management of the school continues to be sound, with processes in place that are in line with the Finance Manual for Victorian Government Schools which provides policy, advice, and guidance to school councils, to meet mandatory requirements regarding financial compliance, control, and accountability.

All revenue received through the Student Resource Package (SRP), Parent Contributions, Equity Funding, and Fundraising is expended to support the learning needs of our students and the operational needs of the school.

The revenue is committed to subsequent years through our budget process which is underpinned by the goals of our new Strategic Plan (2022-2026), developed following our review held in Term 4 2022.

During 2022 we were successful in obtaining a shade sail grant of \$25,000 and construction of the shade sail was completed in Term 4.

Following the end-of-year procedures and the acquittal of the SRP for 2022, we expended 93% have our expenditure within our program budgets for 2022 and we had a projected result of a \$59,416.00 surplus in the SRP. The projected 2022 surplus will reduce the projected SRP deficit in 2023 due to a decline in enrolments.

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 392 students were enrolled at this school in 2022, 177 female and 215 male.

10 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

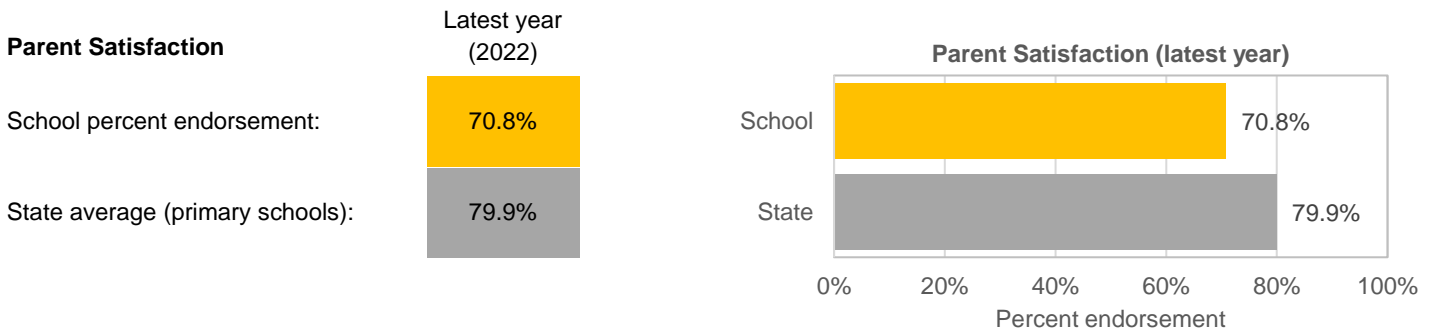
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

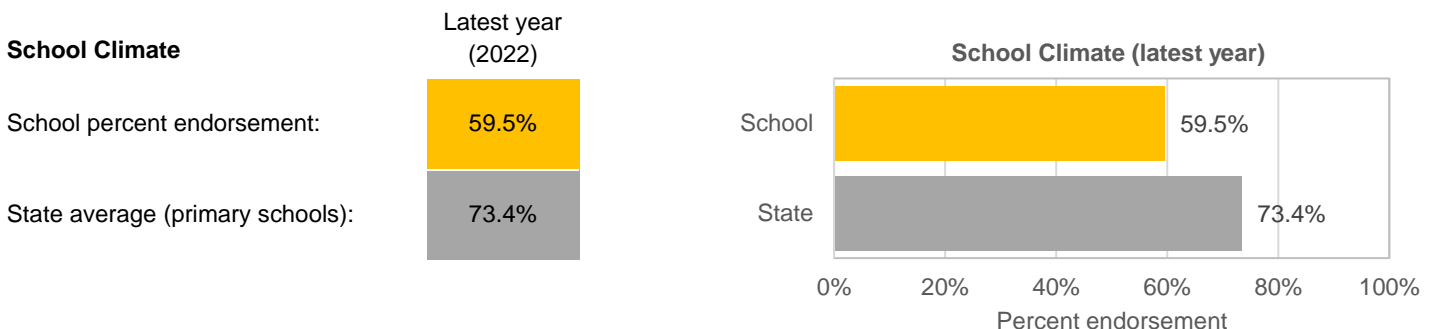


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

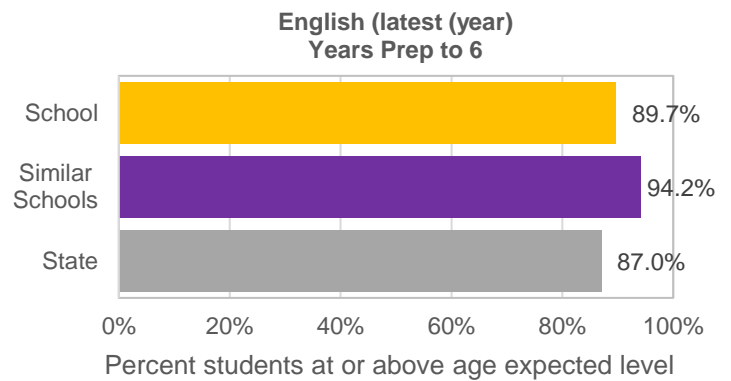
89.7%

Similar Schools average:

94.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

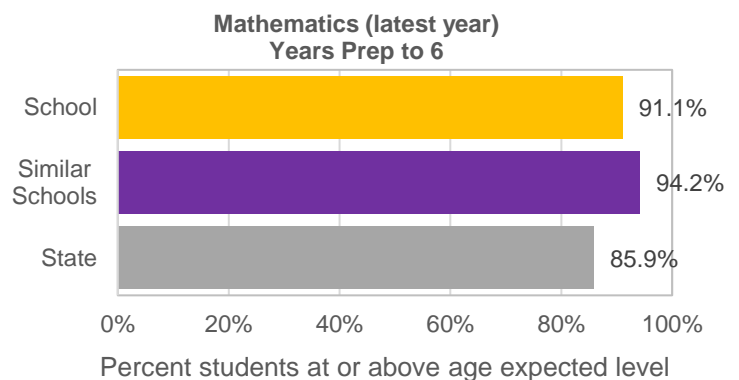
91.1%

Similar Schools average:

94.2%

State average:

85.9%



LEARNING (continued)

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

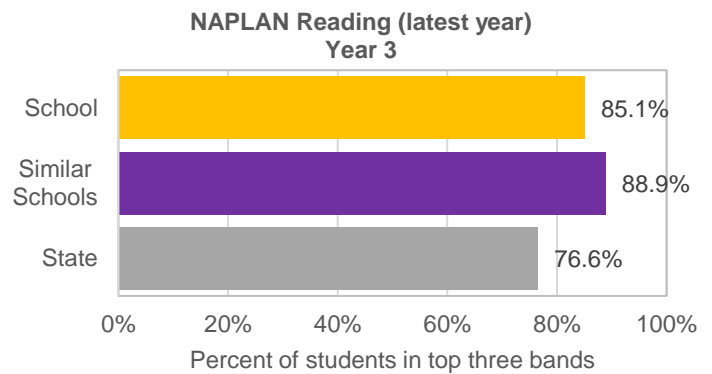
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

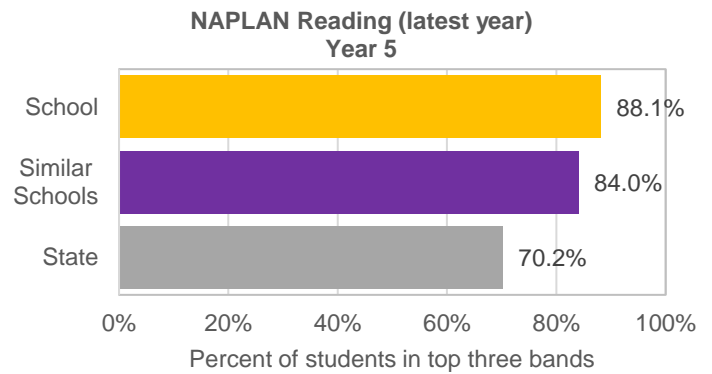
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 85.1% | 80.5% |
| Similar Schools average: | 88.9% | 89.1% |
| State average: | 76.6% | 76.6% |



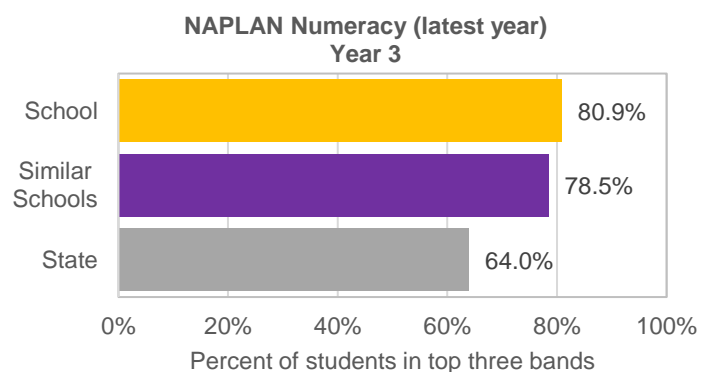
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 88.1% | 85.6% |
| Similar Schools average: | 84.0% | 83.9% |
| State average: | 70.2% | 69.5% |



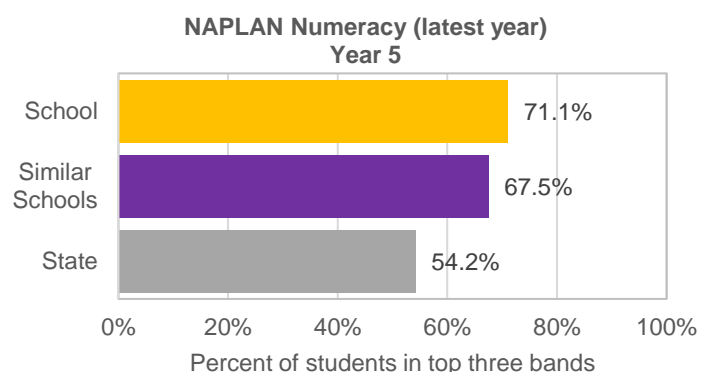
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 80.9% | 78.6% |
| Similar Schools average: | 78.5% | 81.2% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 71.1% | 79.5% |
| Similar Schools average: | 67.5% | 73.6% |
| State average: | 54.2% | 58.8% |



WELLBEING

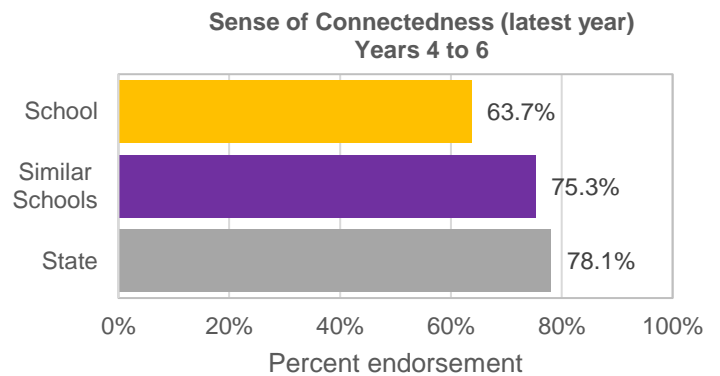
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 63.7% | 70.7% |
| Similar Schools average: | 75.3% | 77.7% |
| State average: | 78.1% | 79.5% |

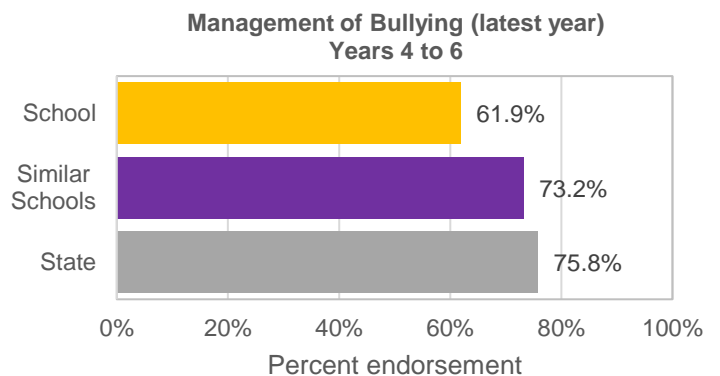


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 61.9% | 69.1% |
| Similar Schools average: | 73.2% | 76.9% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

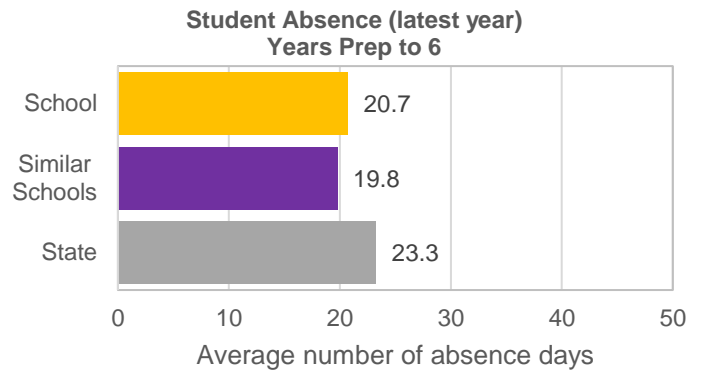
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 20.7 | 12.8 |
| Similar Schools average: | 19.8 | 13.4 |
| State average: | 23.3 | 17.0 |



Attendance Rate (latest year)

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

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

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,309,852 |
| Government Provided DET Grants | \$302,158 |
| Government Grants Commonwealth | \$13,900 |
| Government Grants State | \$0 |
| Revenue Other | \$28,518 |
| Locally Raised Funds | \$492,118 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$4,146,545 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$19,568 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$19,568 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,272,224 |
| Adjustments | \$0 |
| Books & Publications | \$5,647 |
| Camps/Excursions/Activities | \$135,033 |
| Communication Costs | \$7,715 |
| Consumables | \$40,183 |
| Miscellaneous Expense ³ | \$45,877 |
| Professional Development | \$8,402 |
| Equipment/Maintenance/Hire | \$85,640 |
| Property Services | \$61,800 |
| Salaries & Allowances ⁴ | \$50,936 |
| Support Services | \$409,654 |
| Trading & Fundraising | \$26,439 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$44,505 |
| Total Operating Expenditure | \$4,194,055 |
| Net Operating Surplus/-Deficit | (\$47,510) |
| Asset Acquisitions | \$25,000 |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$193,632 |
| Official Account | \$16,146 |
| Other Accounts | \$34,513 |
| Total Funds Available | \$244,290 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$147,776 |
| Other Recurrent Expenditure | \$10,632 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$2,642 |
| School Based Programs | \$260,231 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$19,251 |
| Capital - Buildings/Grounds < 12 months | \$11,051 |
| Maintenance - Buildings/Grounds < 12 months | \$106,260 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$557,843 |

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.