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| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)). * The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 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 30 May 2018 at 09:57 AM 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 Regulation 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 2017 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 05 June 2018 at 07:49 PM by Louise Evans (School Council President) | |

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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 to the National Trust. The school is well respected within the community and the demand for student places often exceeds those available.  The enrolment of the school is 563.6 students. In 2017, the staff consists of three Principal Class Officers, thirty-four teaching staff, 28.79 FTE, including one substantive leading teacher and one acting leading teacher, six specialist teachers and twenty one Education Support (ES) staff, 12.56 FTE. The Student Family Occupation & Education Index (SFOE) remains stable and is currently 0.14 (2017 State Median 0.44).  The school structure is multi-aged classes of two year levels with teachers housed in teams. Flexible grouping arrangements allow for differentiation of learning to meet students’ needs. Specialist programs for 2017 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.  A recent building upgrade has seen student access to a gymnasium with a performance stage and music practice rooms. 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 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 and an amphitheatre providing many areas for learning and social interaction. The school has an Open Gate Policy that encourages community groups and families to use the school buildings and grounds out of school hours  Students participate enthusiastically in a range of extra-curricular opportunities providing engaging programs for students. Enrichment programs include sport (swimming, interschool sporting events, team competition); an extensive camping program and excursions; a bi-annual Japanese tour, Schools Spectacular, Count Us In, Chess Club and Tournament of the Minds are all available to further develop the physical, academic and emotional development of students.  Moonee Ponds West recognises that families are important partners in supporting the education achievement and wellbeing of students. Parents play a critical role in providing support for all learning opportunities at home. We seek to engage families in the education of their children and the life of the school community through timely and relevant information about teaching and learning at Moonee Ponds West and opportunities to participate in classroom and school activities. | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | The FISO framework is becoming evident within the work of the school. The school’s Annual Implementation Plan (AIP) has Building Practice Excellence and Empowering Students and Building School pride as the foci.  The Key Improvement Strategies are:   * Identify, consolidate and embed a whole school pedagogy and learning framework which is articulated by an agreed language and consistent day to day practices * Continue to improve and refine differentiated approaches to teaching and learning – the way the school extends and supports all students’ learning and achievement * Develop strategies to extend higher achieving students and improve performance in the top two bands of NAPLAN * Further develop moderation schedule and practices to ensure that teacher judgments are consistent when used with other assessment measures. * Continue to build the capability of teachers and leaders * Evaluate, review and develop curriculum strategies to challenge and engage all students in their learning * Further develop the comprehensive, school wide approach for social and emotional wellbeing. * Increase opportunities and involvement for student voice and participation in student decision-making and goal setting   Curriculum Action Teams formed around Student Wellbeing & Engagement, Inquiry, English, Mathematics and Communication continue to progress their working toward the school’s Improvement Initiatives via detailed Action Plans. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | |  | | --- | | Our school’s improvement focus is on optimising the education and wellbeing for every student whilst maintaining the breadth and depth of curriculum programs. It is pleasing that results in student learning are well above the median when compared to all Victorian government schools.  In 2017 the Teacher Judgements and NAPLAN results for Year 3 are both lower than schools with students similar to those at our school. Our school performs above the State Median in Reading and Numeracy at Year 3 when viewing the achievement of students in the top three bands of achievement. By Year 5 the school performance has improved to be well above the median for the State and is similar to other schools with students like ours. NAPLAN Learning Gain (growth from Year 3-5) shows most students demonstrating medium growth. Sustained learning growth for student in the top two bands of NAPLAN (year 3-5) is a focus for all teaching and learning. The comprehensive assessment schedule emphasizes the use of school and student data to inform teaching and learning.  Building teacher capacity to differentiate the learning to meet the needs of students will continue in 2018 with time allocated for collaborative planning and delivery. | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | The school values of respect, honesty and integrity, persistence, rights and responsibilities, freedom, inclusiveness, creativity and community continue to be lived through day-to-day school life. In 2017, the results of the Student Attitudes to School Survey showed we are performing lower than other schools with similar students. The aspects of connectedness and management of bullying are important accountability measures. The school continues to strengthen class rights and responsibilities with a range of student leadership opportunities. Restorative conversations are applied throughout all classrooms and across the wider school community.  The Junior School Council promotes a focus on social awareness, supports student voice and encourages leadership development. In 2017, we have continued to focus on strengthening students understanding of the elements of our Learning to Learn unit of study. This focus is designed to build a productive and inclusive learning community for all students. Focus groups of students will provide feedback to continue to develop and strengthen anti-bullying strategies across the school. A whole school emphasis on student challenge and engagement in learning continues to be at the core of learning and engagement at our school.  Parental opinion and feedback around satisfaction with the school will continue to be monitored by regular focus groups. | | | |  | | --- | | Wellbeing | | | |  | | --- | | Student attendance at school is the main measure in this section of the Annual report for 2017. The school performs below the median for government schools but within the middle 60% of all government schools. The common reasons for school absence are illness and extended family holidays. The school is reviewing the processes for reporting absences and following up unapproved absence to ensure that students are at schools every day. The Extended Holiday Learning plan is be initiated in 2018 for all families embarking on a holiday during school time.  MPWPS school implements a number of transition strategies which assists and supports students to move between the various stages of schooling. The Foundation Transition Program supports children and families to feel welcome and part of the school community. A range of Parent Education sessions are organized throughout the year to support families in understanding how to best support their child’s education. Transition between year levels is important and there are a number of specific strategies used by the school to ensure success. Some examples of these strategies are the Buddy Program, Two Transition days for the Foundation students and parent education sessions on differentiation in a multi-age curriculum. Our primary to secondary transition has an emphasis on students being prepared to take responsibility for their own learning, organisation and time management. Students and families are well supported during the transition process with information evenings and a Secondary School Expo. Detailed transition forms about each student are shared with the secondary colleges. | | | |  | | --- | | For more detailed information regarding our school please visit our website at  [www.mooneewestps.vic.edu.au] | | |  | | |  | | | |  | | --- | |  | | |

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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. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 565 students were enrolled at this school in 2017, 278 female and 287 male.  11 percent were EAL (English as an Additional Language) students and < 10 percent 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). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | 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. | | | | |  | | --- | |  | |  | |  | | | |  |  | | | | | |

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Year 3 assessments are reported on a scale from Bands 1 - 6. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | | |  | | --- | | NAPLAN Year 5  The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.  Year 5 assessments are reported on a scale from Bands 3 - 8. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | | | | |  |  |  |  |  | |  |  |  |  | | |  |  |  |  |  | |  |  |  | | | |  |  |  |  |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | | | | |  |

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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 2017 attendance rate by year level: | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 93 % | | |  | | --- | | 94 % | | |  | | --- | | 94 % | | |  | | --- | | 94 % | | |  | | --- | | 94 % | | |  | | --- | | 94 % | | |  | | --- | | 94 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | |  |  |  | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | | | |  | | |

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**‘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. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | More information on School Comparison performance  measures can be found at:  [http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) | | | | |  |  |  |  |  | |  | |  | | --- | | **What does ‘*Data not available’* 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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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* referto?**  TheSchool 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. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | | | | |  |

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financial position. Our Finance Sub Committee (Resources) works to ensure that the enriched programs of the school are resources in line with the Strategic Plan and the Annual Implementation Plan. The school constantly works to upgrade and enhance the facilities of the school. In 2017 new drinking taps were installed around the school. The school received some additional funding from the State Government during 2017 and through consultation with students and the community a plan has been developed to redevelop the existing toilet facilities. Planned fundraising activities will continue to support the programs offered by the school. | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $245,915 | | Official Account | $8,352 | | Other Accounts | $294,845 | | **Total Funds Available** | **$549,112** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $4,160,945 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $442,735 | | Revenue Other | $15,931 | | Locally Raised Funds | $479,551 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$5,099,163** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $15,548 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$15,548** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $159,102 | | Asset/Equipment Replacement < 12 months | $69,000 | | Capital - Buildings/Grounds incl SMS<12 months | $123,482 | | Maintenance - Buildings/Grounds incl SMS<12 months | $93,173 | | Revenue Receipted in Advance | $17,772 | | School Based Programs | $32,000 | | Other recurrent expenditure | $24,784 | | Asset/Equipment Replacement > 12 months | $9,800 | | Capital - Buildings/Grounds incl SMS>12 months | $20,000 | | **Total Financial Commitments** | **$549,112** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $4,039,799 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $8,508 | | Communication Costs | $6,904 | | Consumables | $83,252 | | Miscellaneous Expense³ | $658,664 | | Professional Development | $7,949 | | Property and Equipment Services | $191,585 | | Trading & Fundraising | $17,282 | | Travel & Subsistence | $1,099 | | Utilities | $36,421 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$5,051,463** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **$47,700** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **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 05 March 2018 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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |