

2021 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 2021 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 29 April 2022 at 08:31 AM by Kerri Simpson (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 09:27 AM by Brian Stanley (School Council President)

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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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 129-year history with the Library and Hall buildings considered to be of significant 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 2021 the school managed the effects of COVID with structured remote and flexible learning both virtually and onsite. The mixed environment strengthened teachers and students the face to face time. The schools Vision statement of 'We Think Create and Learn Together' and values of Compassion, Courage, Creativity, and Critical thinking are evident in all school and community activities.

The enrolment of the school during 2021 was 439 students. The staffing profile consisted of two Principal Class Officers, thirty-four teaching staff, six specialist areas for enrichment and support, thirteen Education Support (ES) staff, with Full Time Staff Equivalent of 34.50 EFT. Two Learning Specialists in Literacy and Numeracy have enabled support of teachers to deepen their pedagogical knowledge in these areas. The Student Family Occupation (SFO) & Student Family Occupation Education Index (SFOE) remains stable and is currently - 0.1463 (2021 State Median is 0.4142). The SFOE indicator illustrates a level of advantage for our school.

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 the student learning needs. The current performance indicators show our success as a result of this process. Our Specialist programs in 2021 were Physical Education (PE), Creative Arts, Language (a Japanese immersion program), and Hall (for emotional and social learning)

The school's intervention strategy across the school, has focussed on reading and writing skill development especially in the early years. In 2021 the State funded Tutoring program targeted students in a learning 'boost' opportunity, ensuring all students are growing their learning. 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. We have a close association with our Outside School Hours Care provider.

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 and care of this outside learning area. 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 2021 the framework was becoming evident within the 'work' of the school. The school structure has enabled consistency and collective effort to achieving the goals and targets of the Annual Implementation Plan and the Strategic Plan. Each staff member has the goals and targets front of mind, as they are evident in their individual and collective 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 all students (including our more able students) in Reading Writing and Number; providing and maintaining a 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 2021 has these three areas as the foci.

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 and engage students ,continues to be the focus. As a connection to online learning Google Classroom and other digital platforms are used to explore the digital opportunities for self-directed learning in these important areas.

Achievement

Over the 2021 school year, the children have really developed and extended their learning especially in all areas of the NAPLAN especially Reading and Numeracy at year 3 and year 5. In both Year 3 and 5, the students in Reading are performing well above the State Mean Score. The Year 5 Reading result is particularly impressive as we are growing our year 5 reading knowledge and ability to outperform the State and schools with Similar students and families to ours. The Annual Report for year 3 NAPLAN numeracy shows growth in achievement however, this is still below the achievement of Similar schools with students like ours. In Year 5 Numeracy we are again above the State and the Similar schools measure. These results are particularly impressive given the periods of lockdown and remote learning lessons and tasks students and teachers constructed. In our Junior school we continue to strengthen the pedagogical 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. The school continues to support all student learning with a range of strategies including the opportunity to extend our high performing students through the Victorian High Ability Program, support early learners through phonemic and phonological support by our 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. 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 Schools, teachers continue to deepen student knowledge through Independent Reading to build reading stamina, comprehension, and are involved in the strengthening of writing across the year levels. The role of the appointed Learning Specialists in Literacy and in Mathematics supports teacher work at the classroom level and monitors strategy implementation. 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 outside of the conventional algorithm. The growth in achievement of the school at Year 5 is testament to this approach hich builds on student knowledge.

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 expected, relative to the similar schools group with similar characteristics. Our students love to come to school are only absent for illness and family holidays. The student's attendance data indicated that the student's attendance is between 94% and 96%. The school had an aspirational target of 95% for attendance in 2021 and achieved an average of 95%. The 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 and 2%) individual Attendance Plans were developed in collaboration and support of families. The High Impact Teaching Strategies immersed in our school's Instructional Model has supported student learning and engagement at all year levels. The developing understanding of the Curriculum V and documenting of curriculum in Unit Planners for English and Mathematics means more effective lesson planning to meet student needs and will link to student goal setting. Individual goals and learning plans

continue to lift performance and engagement of students with their teacher, as they feedback and adjust the learning experiences.

Wellbeing

During 2021 with the students on and offsite, involved in learning remotely and within the class, our students have been seeking the connectedness to their peers more so than before. The number of lockdowns and other safety measures impacted on the traditional community events held by our school across a year and we believe these factors have impacted student response, especially if older siblings have been to the school and remember the richness of their years of learning. Whilst it is difficult to compare the data sets (given we didn't participate in the 2020 Student Survey) and other relevant factors as outlined in the report we have conducted our own school-based focus groups to seek out student opinion. We have also tracked cohort response from year 4 to year 6. The trend of this particular cohort has been continually low. Our finding has shed some light on why this might be but nothing really substantial has surfaced. We continue to engage with our articulate students to put in place more opportunities for teachers, students and parent's wellbeing and engagement across the school community.

Finance performance and position

The Financial Management of the school continues to be sound, with processes in place that are in line with the Department's Financial Management Guidelines. The success of these processes was supported during 2021 when we participated in the Department's Schools Financial Program and Agreed Upon Procedures and Schools Internal Audit. We achieved an audit overall rating of 'Good', which has been received for each of our audits since 2016. This result endorses the processes and practices of the school in all areas of Finance and School Governance. During 2021 School Council undertook an Expression of Interest process for the Licence to operate the Out of School Hours Program (OSHC) at Moonee Ponds West Primary. Following a thorough process and the inclusion of KPI's into the 3 year licence agreement, Camp Australia were the successful applicant. In response to the management of COVID infection at Moonee Ponds West the school purchased air purifiers for classrooms and families were provided with the opportunity to voluntarily contribute to this purchase. All revenue received through the Student Resource Package, Parent Contributions, Equity Funding and Fundraising (which was reduced in 2021 due to COVID restrictions during the year) is expended and committed to subsequent years through our budget process which is underpinned by the goals of our Strategic Plan, the learning needs of our students and the Operational needs of the school. At the conclusion of the acquittal for the 2021 SRP we had a projected result of a \$47,917 deficit due to a decline in student enrolment numbers.

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

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.

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 439 students were enrolled at this school in 2021, 196 female and 243 male.

11 percent of students had English as an additional language and NDP 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).

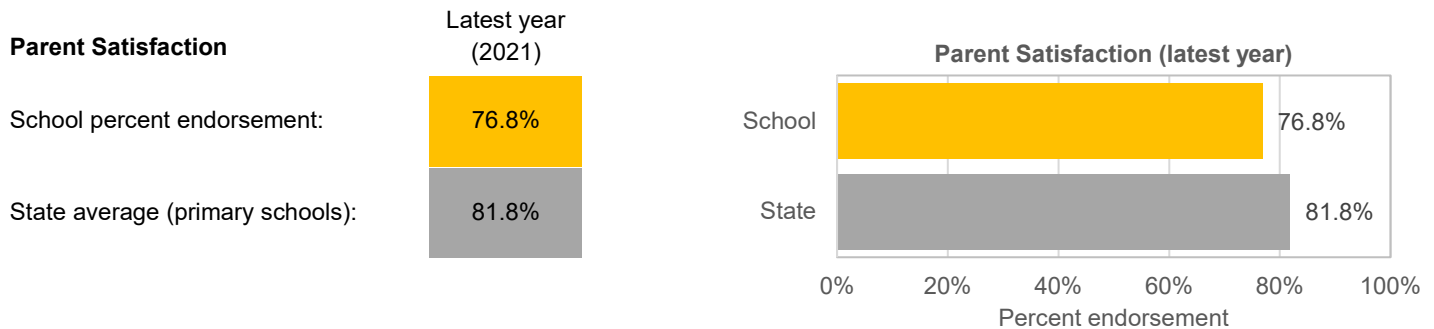
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

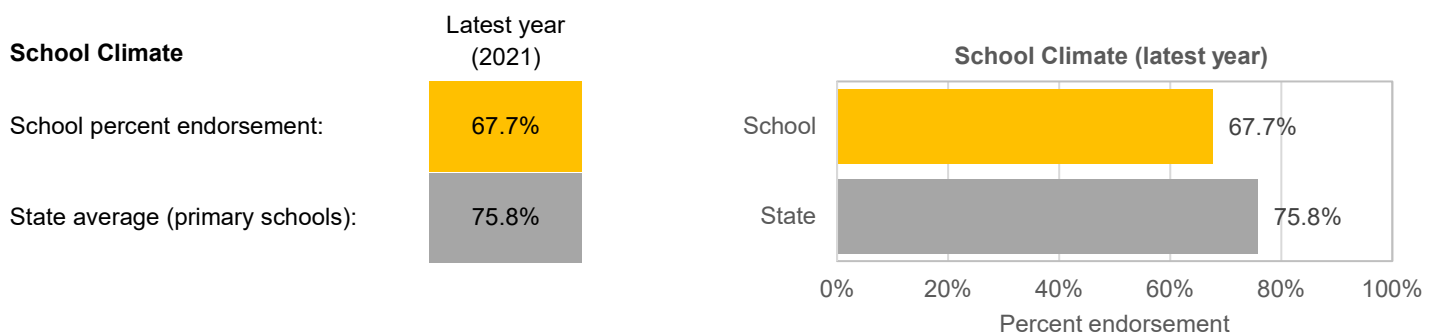


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

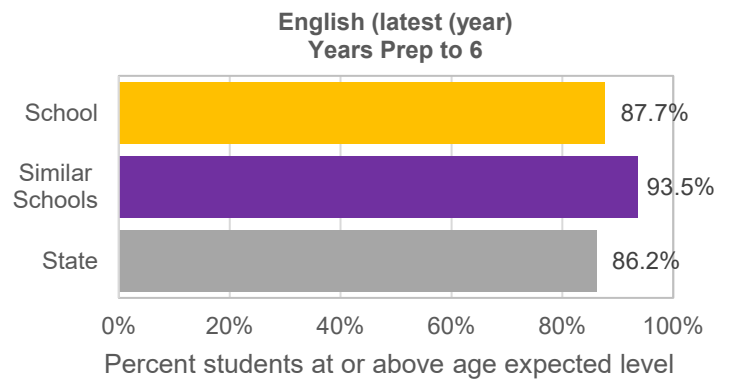
87.7%

Similar Schools average:

93.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

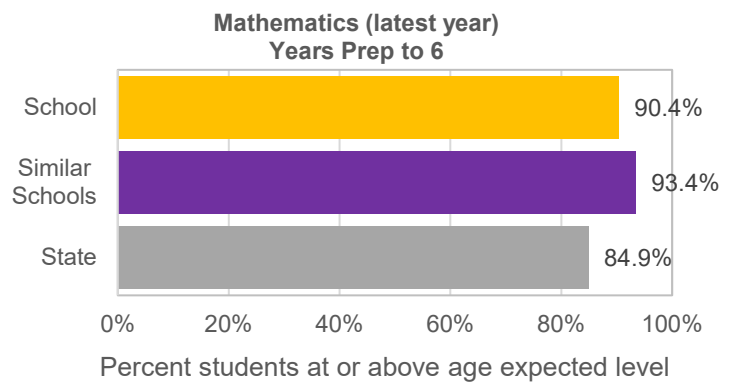
90.4%

Similar Schools average:

93.4%

State average:

84.9%



ACHIEVEMENT (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.

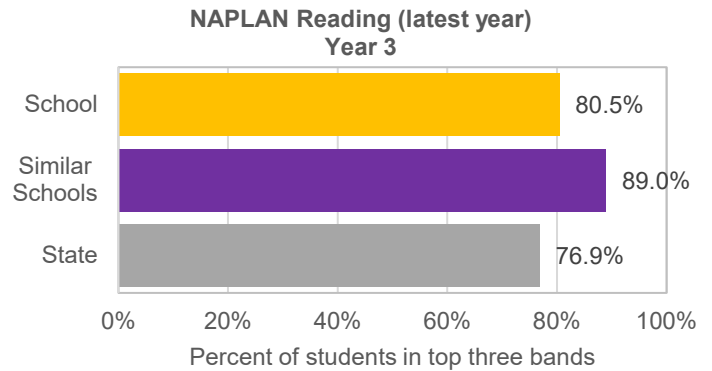
NAPLAN

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 2018, 2019 and 2021 data.

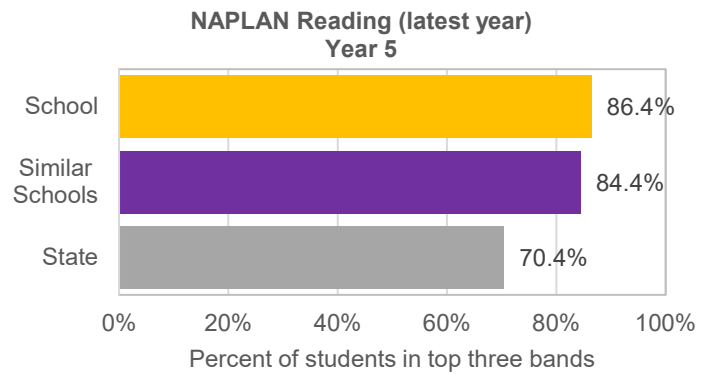
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.5%	77.5%
Similar Schools average:	89.0%	88.1%
State average:	76.9%	76.5%



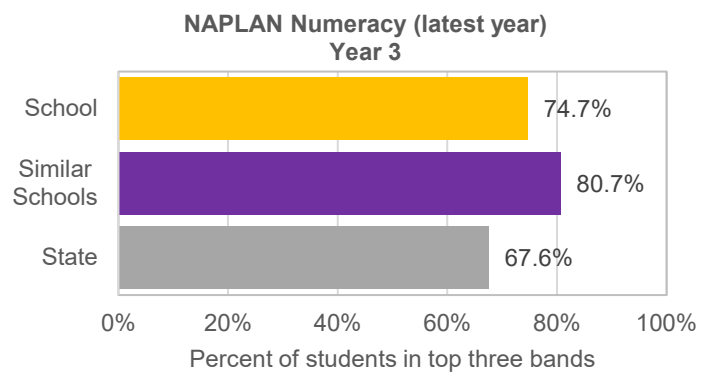
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.4%	84.7%
Similar Schools average:	84.4%	82.0%
State average:	70.4%	67.7%



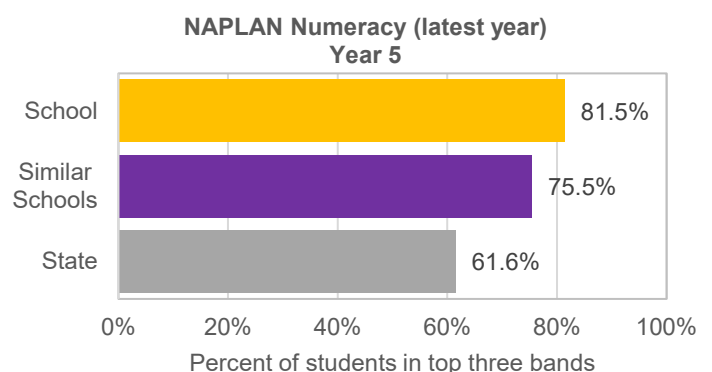
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.7%	79.4%
Similar Schools average:	80.7%	82.0%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.5%	77.7%
Similar Schools average:	75.5%	74.6%
State average:	61.6%	60.0%



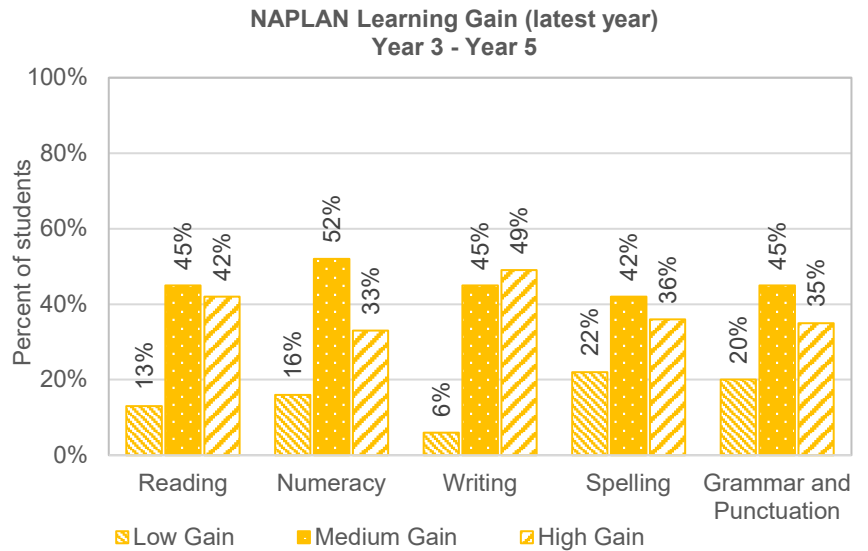
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	13%	45%	42%	29%
Numeracy:	16%	52%	33%	26%
Writing:	6%	45%	49%	28%
Spelling:	22%	42%	36%	26%
Grammar and Punctuation:	20%	45%	35%	26%



ENGAGEMENT

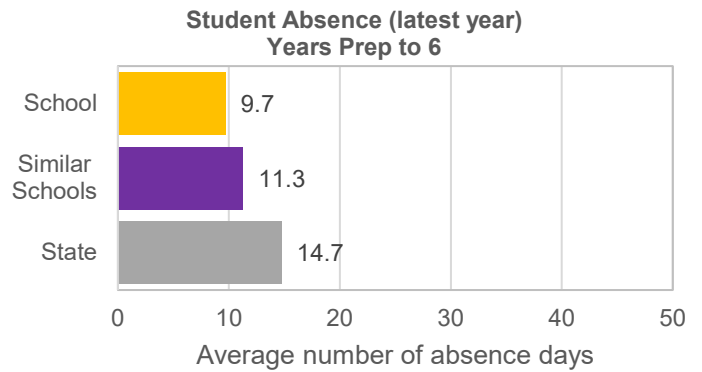
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	9.7	11.3
Similar Schools average:	11.3	12.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	96%	94%	96%	95%	96%	94%

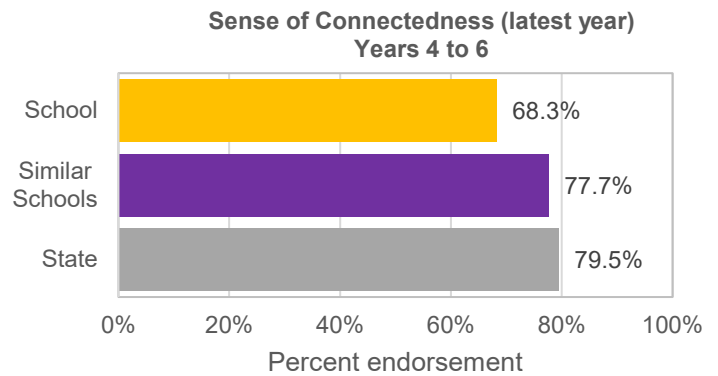
WELLBEING

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 (2021)	4-year average
School percent endorsement:	68.3%	74.1%
Similar Schools average:	77.7%	78.6%
State average:	79.5%	80.4%

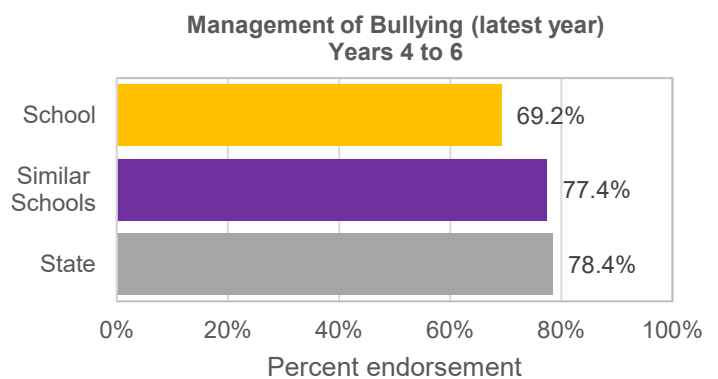


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	69.2%	71.3%
Similar Schools average:	77.4%	78.3%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,533,031
Government Provided DET Grants	\$393,747
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$14,564
Locally Raised Funds	\$374,265
Capital Grants	\$0
Total Operating Revenue	\$4,315,607

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,490
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,490

Expenditure	Actual
Student Resource Package ²	\$3,574,957
Adjustments	\$0
Books & Publications	\$6,790
Camps/Excursions/Activities	\$114,662
Communication Costs	\$8,327
Consumables	\$39,404
Miscellaneous Expense ³	\$173,109
Professional Development	\$7,994
Equipment/Maintenance/Hire	\$113,933
Property Services	\$52,291
Salaries & Allowances ⁴	\$5,167
Support Services	\$325,717
Trading & Fundraising	\$9,091
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,968
Total Operating Expenditure	\$4,461,411
Net Operating Surplus/-Deficit	(\$145,803)
Asset Acquisitions	\$10

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$285,011
Official Account	\$20,290
Other Accounts	\$66,256
Total Funds Available	\$371,557

Financial Commitments	Actual
Operating Reserve	\$142,408
Other Recurrent Expenditure	\$11,013
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$244,351
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$61,464
Maintenance - Buildings/Grounds < 12 months	\$93,574
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$552,810

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.