

# 2020 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](http://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 2020 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 04 May 2021 at 09:58 AM by Kerri Simpson Simpson (Principal)

The 2020 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.

Attested on 05 May 2021 at 05:43 PM by Brian Stanley (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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## 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).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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 medium sized primary school in the municipality of Moonee Valley. The school is nestled in a residential area away from the main roads. The open play spaces are well kept and managed and enable children to run and play in a supervised space across the school day. Playing outside is one of the strong principles of the school as Healthy Active children supports successful learners.

During 2020 ( the year of Remote Learning) we had a student population of 442 students and 40 staff (30 Teaching and 10 Educational Support staff) with 2 Educational Trainees working to gain their Certificate 3 in Education Support and Administration . The school employs its own Speech Therapist and a School Psychologist. The Allied Health staff support all children and families across the school depending on needs.

During 2020 we had 18 multi-aged classes comprising of Foundation/One, Year 1/2, Years 3/4 and Years 5/6. Our unique Hall Program (an oral language, social and emotional development opportunity for Junior School students) enabled small group literacy instruction in the Junior School classes. This program operated minimally during 2020 as a result of the COVID-19 restrictions.

Moonee Ponds West offers a range of extra curricula activities including Music, Chess and Dance. Such opportunities enable students to find their passion and connection to the school. Our school also has a literacy Intervention strategy to enable students to obtain a learning 'boost'.

The school's recent revision of the Vision and Values has also enabled the development of a purpose statement. Our vision is: We think, Create and Learn together.. The community developed a purpose statement that provides substance to our Vision. The values of the school are: being re introduced to the community during 2021. The school's values were to become a focus of the Schoolwide Positive Behaviours framework. This will now become the work of 2021.

Moonee Ponds West has a strong commitment to the wider community with the school open spaces available at weekends for family and student use. As a result the students and community value the school and what it offers. Our students love to come to school and our student attendance evidence is acknowledge by the Regional data sets. The school has an inclusive approach to learning and connection with a range of cultures and differing student needs.

### Framework for Improving Student Outcomes (FISO)

Moonee Ponds West's learning follows the Australian Curriculum and is planned on a developmental continuum. The school is organised into multi-aged class groups of two year levels together for the learning delivery. This preferred structure supports the learning that occurs in a natural family grouping. Since 2018 the internal learning architecture and the teaching practice of the school, has been strengthened to ensure that all students make at least one year of learning growth in reading, writing and mathematics. Teachers learning is supported by two Learning Specialists, a data manager and a literacy and numeracy consultant.

Student learning needs are at the centre of all planning and a differentiated approach to learning task development is central to this idea. The school has a further developed instructional model, that is ensuring consistency across the school. The staff are involved in focused professional learning to build teacher capacity to plan and offer a differentiated approach in each class. The school works closely with 'experts' in Mathematics and English instruction and this is supported on the local level by very skilled Learning Specialists. The school also supports a Data Manager who tracks and manages the student learning achievement evidence to see that our intention is being achieved. During 2020 during Remote Learning teachers planned in teams to engage with students through the online platform of Google Classroom (for students) WeBex for teacher collaboration and COMPASS for parent and community communication.. The challenge of Remote Learning was managed through collaboration and joint planning of curriculum by Professional Learning Teams of teachers . During both terms of Remote Learning teachers supported student and families through effective and frequent communication and face to face teaching. Our school's implementation of Remote Learning procedures followed recommendations of best practice which reflected daily check-ins initially, and then small group instruction and individual follow up. Such a structure enabled families to manage the learning supervision, and the teachers to remain connected to the students in their class. Our Annual Report data from Teacher Judgements demonstrates that our students are at the State level and are performing similar to other schools with students similar to ours.

**Achievement**

During the periods of Remote Learning our students were involved in small group instruction for reading, writing and mathematics as well as some inquiry based project learning. This structure for implementation enabled teachers to monitor the learning of students and supervise their engagement, and achievement across the essential learning areas. Our achievement goal for the 2020 school year was to maximise the learning growth for all students in Reading and Number. This was to continue to build on the wonderful school wide achievement of 2019. In term 1 of 2020 teacher assessment of students in reading and number provided an informed base for planning into the Remote Learning period. Such information enabled small group work to be focused on the needs of the students. Teachers were constantly planning and adjusting the small group instruction model to fit the next steps in student learning. As a result all students in 2020 made between six to eight months growth in reading and number. Our external assessments gave these results so that teachers could moderate teacher judgements for an accurate reflection.. The Remote Learning period provided opportunities for teachers to develop new ways for students to access differentiated learning and re-learning opportunities with an improved level of independence. Our school is in the INFLUENCE category of school achievement.

**Engagement**

At Moonee Ponds West PS where our students have high attendance rates, it was noted that our students really missed coming to school, seeing their teacher and their friends. To address this during Remote Learning teachers enabled student to student connection within the daily check-in. Where students were not participating teachers developed a school wide approach of individual connection either by COMPASS to the parents, or by telephone to connect in discussion with the student. For some of our students the remote learning model provided an opportunity for them to engage and really develop their independence, for others remote learning was a chance to not complete the learning as required. When this occurred teachers and leadership encouraged attendance at school, and individual contact and monitoring. During 2021 the posting of learning tasks and instructional videos for continual learning has continued. This has prompted continued independent learning opportunities. The teaching teams have continued to post the learning timetable of tasks for parental information and for students to have prior information about the weeks learning content.

Upon returning to school in term 4 2020, we had a school wide focus on strategies and skills to manage to reconnect students to their peers and co-operative play. The use of Bluearth strategies and sessions, with our 3/4 classes enabled a 'reset' for friendships and school class positive cultures. A daily dose of mindfulness and Circle time focused on kindness, co-operation and connection to each other also became consistent.

The school wide leadership role of the Learning Leader Engagement continues to provide support for our strategies with students, staff and families. The Engagement and Wellbeing Curriculum Action Team has commenced revising the Student Well-being and Engagement Guidelines to incorporate new findings and processes from 2020. The existing guidelines will be modified to reflect delivery of supports, adjusted values and other items supporting SWPB framework.

**Wellbeing**

Moonee Ponds West's Rights and Responsibilities Framework ensures a consistent approach to management of students, and a shared understanding as a school community. This framework is underpinned by our belief in developing the whole child. The Rights and Responsibilities fit within the School Wide Positive Behaviours framework of the Department of Education. With rights and responsibilities come natural and logical consequences which are underpinned by restorative practice conversations. The purpose of this belief is to empower students to reflect on and modify their behaviour so they can be part of a happy and safe community. The use of digital resources associated with Mindfulness, Circle Time and the Zones of Regulation are all used to encourage students to self regulate. Instruction in these strategies provides an opportunities to skill students and listen to their concerns/problems in a trusted classroom environment.

Upon returning to school in term 4 2020, we had a school wide focus of instructing students in strategies and skills to manage through self care. This is a daily occurrence that has continued into 2021. The school favours the Zones of Regulation and Mindfulness to encourage students to self regulate for self care.

The school wide leadership role of the Learning Leader Engagement continues to provide support for both students, staff and families during 2021.

The school is revising the Student Well-being and Engagement Guidelines to incorporate new findings from 2020 and existing guidelines will be modified to reflect delivery of supports. The school has a resident Educational Psychologist and a Speech Therapist to support and enhance student learning across the school. These are positive interventions for students and families, and support the learning across the school. In 2020 the school withdrew from participating in the Student Attitude to School Survey. Alternative feedback tools were used to gauge student opinion of learning and their connection to peers and school. We will continually form Focus Groups to gain student feedback on their learning, well-being and engagement to school.

### **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 or committed to subsequent years in line with our budgeting process, which is underpinned by the goals of our School Strategic Plan and the operational needs of the school.

Our Equity Funding in 2020 was utilised to support the learning needs of the students of our school.

In 2020 we completed our final year as the Co-Ordinator school (2018-2020) for the Moonee Vale Instrumental Program. The 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. We handed over the management of the program to the incoming Co-Ordinator School (Moonee Ponds Primary School) and transferred the balance of shared funds (\$114,127.13) as at the 31/01/2021

**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 474 students were enrolled at this school in 2020, 216 female and 258 male.

10 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) which takes into account parents' occupations and education.

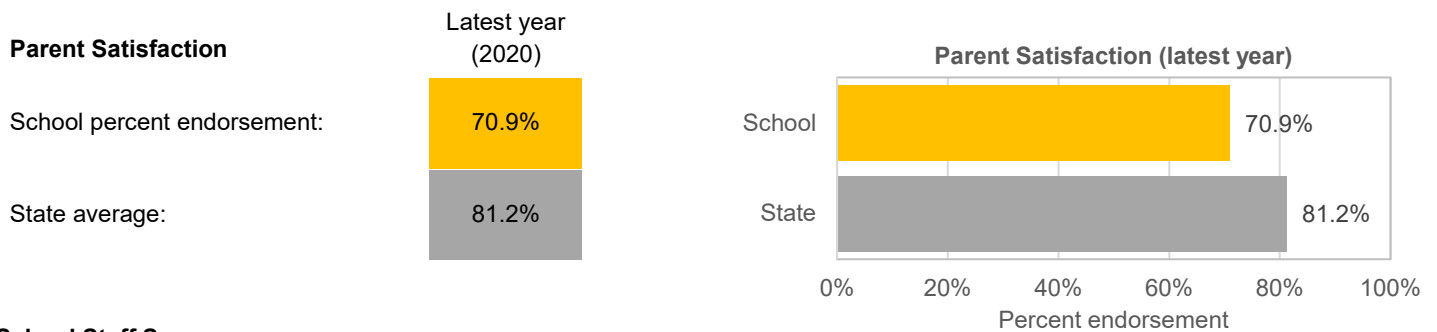
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

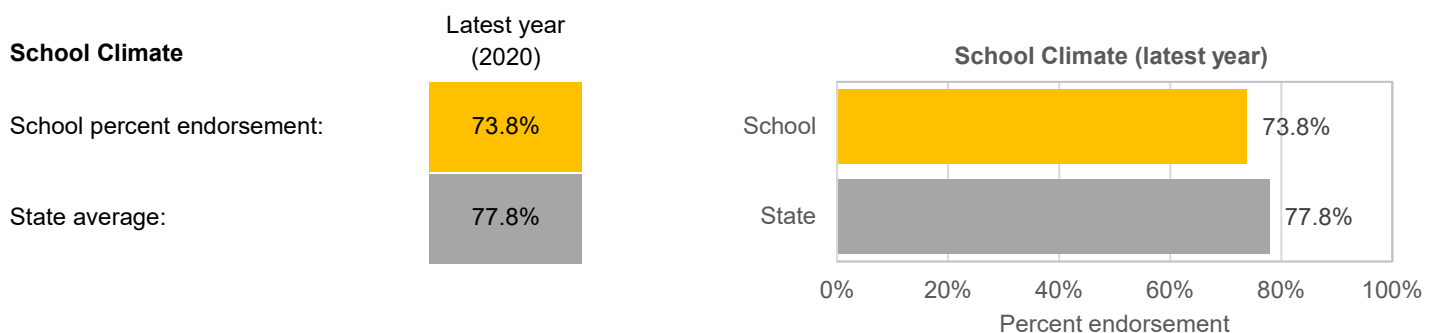


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

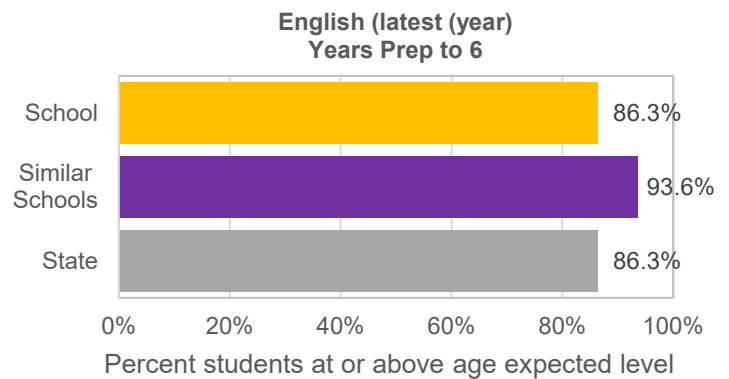
86.3%

Similar Schools average:

93.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

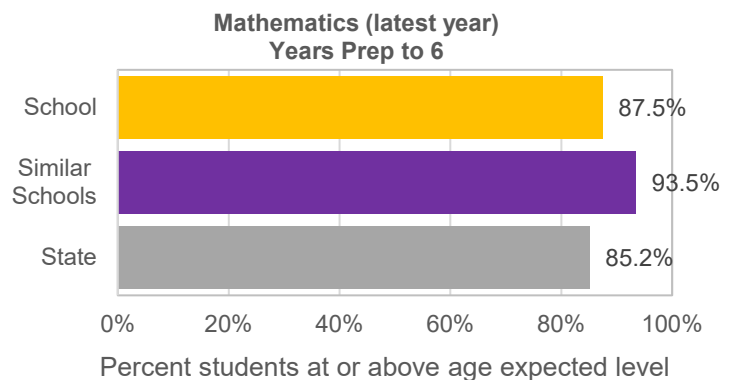
87.5%

Similar Schools average:

93.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

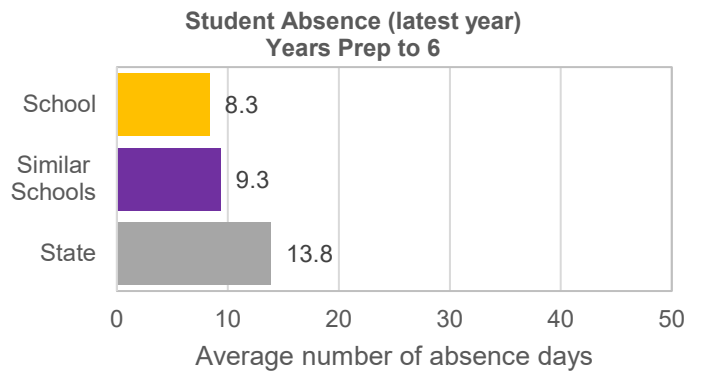
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.3	12.0
Similar Schools average:	9.3	12.9
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	95%	96%	96%	96%	95%	96%

**WELLBEING**

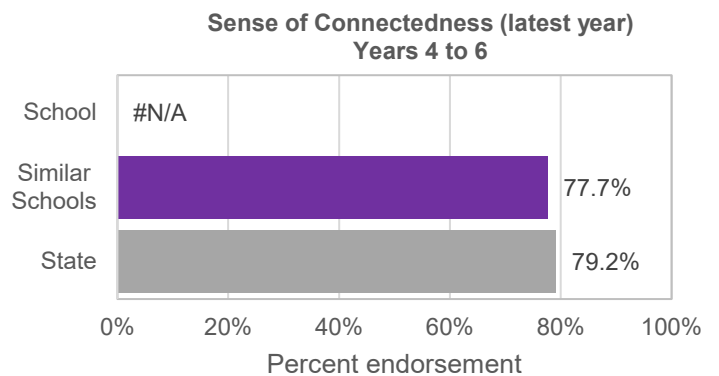
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	74.7%
Similar Schools average:	77.7%	79.3%
State average:	79.2%	81.0%



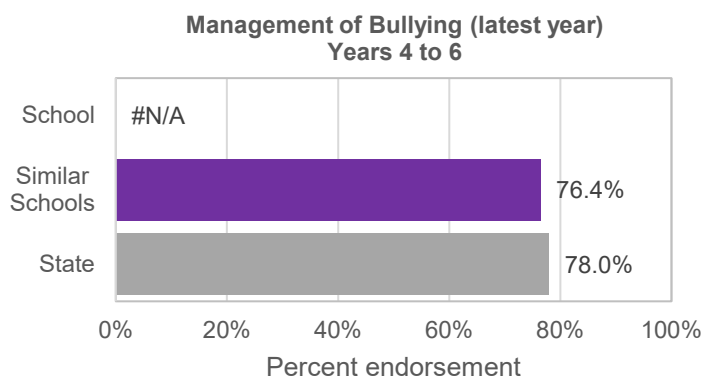
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	70.5%
Similar Schools average:	76.4%	78.8%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$3,559,706
Government Provided DET Grants	\$448,884
Government Grants Commonwealth	\$12,291
Government Grants State	\$2,636
Revenue Other	\$139,472
Locally Raised Funds	\$167,689
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,330,677</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$22,906
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$22,906</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,599,197
Adjustments	NDA
Books & Publications	\$6,175
Camps/Excursions/Activities	\$28,611
Communication Costs	\$6,390
Consumables	\$63,841
Miscellaneous Expense <sup>3</sup>	\$52,937
Professional Development	\$8,563
Equipment/Maintenance/Hire	\$103,465
Property Services	\$91,079
Salaries & Allowances <sup>4</sup>	\$157,148
Support Services	\$209,433
Trading & Fundraising	\$9,326
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$37,209
<b>Total Operating Expenditure</b>	<b>\$4,373,375</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$493,679
Official Account	\$21,207
Other Accounts	\$37,397
<b>Total Funds Available</b>	<b>\$552,282</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$116,846
Other Recurrent Expenditure	\$35,787
Provision Accounts	NDA
Funds Received in Advance	\$32,485
School Based Programs	\$144,554
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$117,023
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$34,684
Maintenance - Buildings/Grounds < 12 months	\$46,659
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$528,038</b>

*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.*