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ANNUAL GENERAL MEETING MOONEE PONDS WEST PS COMMUNITY

SEPTEMBER 14TH 2020

BARBARA MC KENZIE: ASSISTANT PRINCIPAL

KERRI SIMPSON: PRINCIPAL

ANNUAL GENERAL MEETING

Purpose:

- To report on the schools performance over a given year (2019)
- Provide direction for improvement
- Connect to the School Strategic Plan and Annual Implementation Plan
- Define what is the work of teachers, leaders, parents and students

CONTEXT OF THE ANNUAL REPORT

- Moonee Ponds West PS student population in 2019 was 520
- English as an Additional Language: 10%
- ATSI students: 1
- Composition: boys: 282 girls: 238
- Program For Students with Disabilities:
- Student Family Occupation Index: 0.1630 (State median 0.4306)
- Student Family Occupation –Equity Index
- Teaching staff : 33
- No of support staff: 16

HIGHLIGHTS OF THE SCHOOL YEAR

- COMPASS
- Learning Specialists in place for second semester acting (Literacy and Numeracy)
- Continuous reporting to parents
- Renewed focus on teacher capacity building through (Teacher Professional Practice Days-TPPD)
- First year of the new Strategic Plan 2020
- Strong and supportive of the School Council

ACHIEVEMENT



Your school ●●●➔ Moonee Ponds West Primary School (2901)

ADDRESS & PHONE

150 Athol Street
Moonee Ponds, 3039
03 9370 6875

SCHOOL CONTEXT

School Type Primary
SFOE index (2020) 0.1663
SFOE band (2020) Low
Panorama hits/month 152
Bastow participants (2018) 4

PRINCIPAL DETAILS

Principal Name Kerri SIMPSON
Principal Status Substantive
SEIL Name Allana Bryant

ENROLMENT DETAILS

Enrolments (Feb 2020) 474.0
EAL Enrolments (Aug 2019) 36
Aboriginal Enrolments (Aug 2019) 1.0
International Students 2
PSD Totals (2020) 6.0

GEOGRAPHIC DETAILS

Region South-Western Victoria
Area Western Melbourne
Network Moonee Valley

School PERFORMANCE - Sep 2019



2018

2019

RENEW	Achievement (Reading)	INFLUENCE
RENEW	Achievement (Numeracy)	INFLUENCE
TRANSFORM	School Climate	STRETCH
STRETCH	Student Attitude	STRETCH
RECHARGE	Engagement	RECHARGE
STRETCH	Participation	STRETCH
RENEW	Overall Performance	INFLUENCE

School IMPROVEMENT - Sep 2020



Annual Implementation Plan - 2020

Submitted ☒ SEIL Endorsed ☒ SCP Endorsed ☒
KIS 1.1 : Curriculum planning and assessment
KIS 1.2 : Building practice excellence
KIS 1.3 : Evaluating impact on learning
KIS 2.1 : Empowering students and building school pride

Annual Report - 2019

Draft ☒ Principal Attested ☒ SCP Attested ☒

SCHOOL STRATEGIC PLAN	2018
NEXT SCHOOL REVIEW	2022

School FINANCE - Jul 2020

Bank Movement	Equity > \$500k	Credit Movement	Per Student Movement
-3%	\$22,906 (2020)	-\$118,539	1%
Bank Balance	SRP Surplus/Deficit	C21 Net Cash Position	Number of years 0
\$654,471	-\$71,595	\$212,302	Workforce Bridging

QUICK INFO

3yr Enrol Trend -54.6
2019 Absences 20+ Days 19%

----- NAPLAN -----		
Reading - Top 2 Bands		
2019	Change	
Year 5	56%	6%
Numeracy - Top 2 Bands		
2019	Change	
Year 5	44%	5%

SAFEGUARDING & COMPLIANCE

SCHOOL FINANCIAL AUDIT

Latest year audited 2017-18
No. of years audited 5
No. of audit findings 38
Business Monitoring follow up NA
Annual School Certification Checklist Submitted

DET Initiatives

SCHOOL SUPPORTS

PLC NA
DSSI NA

CAPITAL PROJECTS - There are no Capital projects for this school

INSTRUCTIONAL MODEL IMPLEMENTATION

Lesson Element	What is happening?	Learning Phase
Tuning In (5-10mins)	Questioning-Teacher/student. Non-linguistic representation-Teacher. Turning and Talk/Think Pair Share. Story Warm-ups. Experience. Accessing prior knowledge.	Spark interest. Make a connection.
Focus/Goal (2mins)	"I've noticed in", "You've been trying..." Today we are learning... A good reader... A good writer.... A good mathematician. Our learning goal is...	Focussing on the new knowledge. Providing a clear purpose.
Explicit Teaching (10-15mins)	Teaching through modelling. Whole class focus. Small group focus. Directly relates to learning focus/goal.	Teaching new skills and content at point of need/based on evidence. Building on prior knowledge.
Practise (20-40mins)	Guided practise. Independent practise. Small group/partner work. Roaming/targeted conferencing. Peer conferencing.	Making sense of the learning. Rehearsing. Applying learning in context. Giving and receiving feedback. Extend and apply knowledge.
Share/Reflection (10-15mins)	Guiding questions. Shared examples of student work related to the goal. How does this relate to our learning/life?	Articulate learning in relation to focus. Consolidate learning. Next steps in learning.

Developing Learning Intentions

What is the desired outcome?

What is the sequence of learning?

Learning Intention

What is the Victorian Curriculum outcome?

First students need to know...

I can... I know.... Good readers/writers/mathematicians...

Next students need to know...

I can... I know.... Good readers/writers/mathematicians...

Thirdly students need to know...

I can... I know.... Good readers/writers/mathematicians...

Start with the end in mind.
(What will the students be able to do by the end of the learning?)



Instructional Model Journey So Far...

- **Good Teaching**

As a school, we have developed a common model for teaching based on our beliefs and the neuroscience of the brain.

- **Purposeful Planning**

We as a school believe in the rigor of the Instructional Model and are committed to plan using each and every element.

- **High Impact Teaching Strategies**

Are integral to teaching and learning. They must be explicitly planned for and taught in every session, every day.

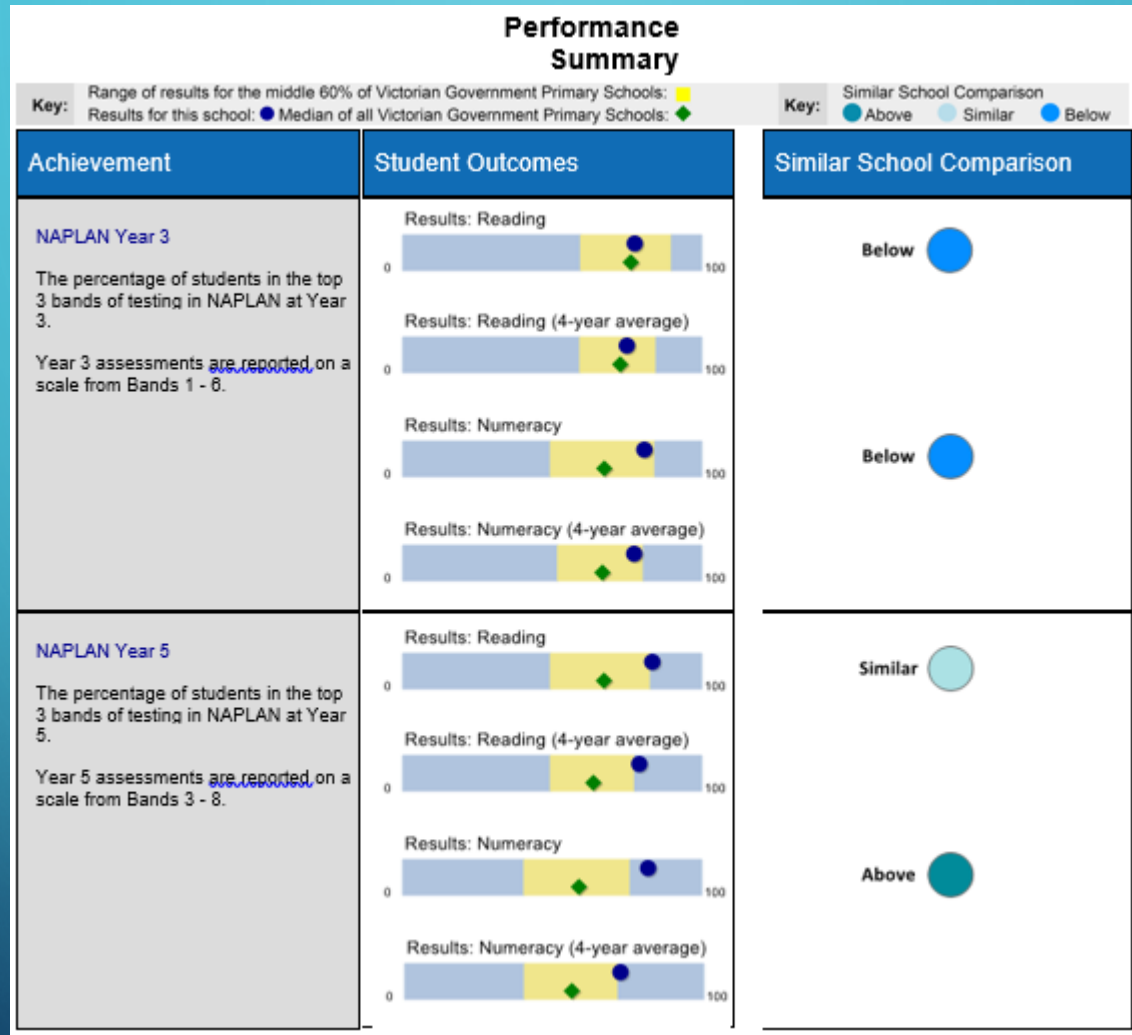


LEARNING SPECIALISTS

- Introducing our school Learning Specialists
 - Focus on exemplary classroom practice in the areas of Literacy and Numeracy
 - Model and demonstrate for teachers across the school.
- 
- 

ANNUAL REPORT DATA

2019 READING AND NUMERACY



READING



Summary:

Year 3 achievement at the State median level but below the expected achievement of other schools with similar students.

Year 5 at the State median level and similar to other schools with students like ours.

Action:

- Consistent documentation of the reading process for all classes especially in the Junior school.
- Continued strengthening of reading comprehension skills for year 5 and 6.
- Intervention and staff professional learning on effective literacy practice within an Inquiry model.

WRITING

(no NAPLAN graph)



Summary:

Achievement in writing is at/above the state median but below other schools with similar students.

Action:

- Documentation of a whole school writing instruction sequence.
- Consistent instructional practice and moderation.
- Instructional model for lesson planning and delivery.

Performance Summary

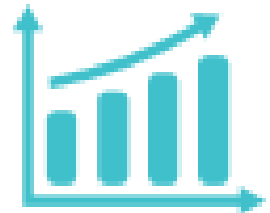
Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Key: Similar School Comparison: Above Similar Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below </p> <p>Below </p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Similar </p> <p>Above </p>

NUMERACY YEAR 3-5

NUMERACY



Summary:

Year 3 achievement well above the State median and at the top end of the 60% of schools. This is still below other schools with similar students.

Year 5 achievement is well above the State median and 60% of schools and this result is above schools with similar students

Action:

- Problem-based Learning and Number Talks implemented.
- Professional Learning – Conceptual Mathematics Learning Continuums.
- Professional Learning – development of staff knowledge and capacity in mathematics content.

NUMERACY

Documentation:

- Yearly Overview
- Developmental Progression Documents

Evidence-based Practice:

- Problem-Based Learning
- Number Talks

OTHER EVIDENCE

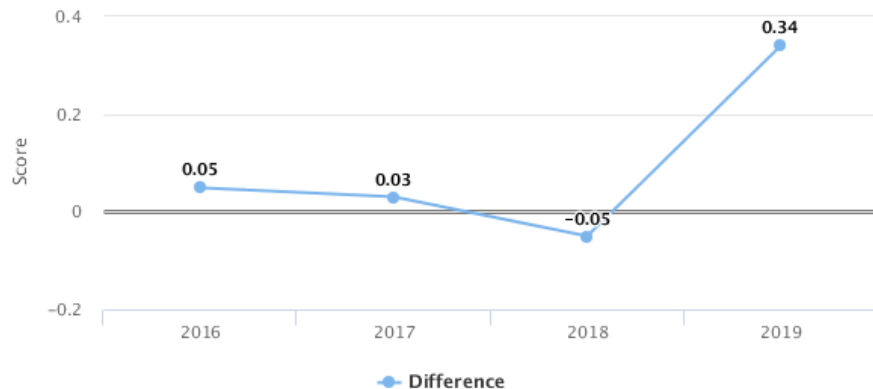
- Introducing Jarrod Sutton Assessment and Reporting
Leader and ICT specialist

YEAR 3- TREND DATA

READING

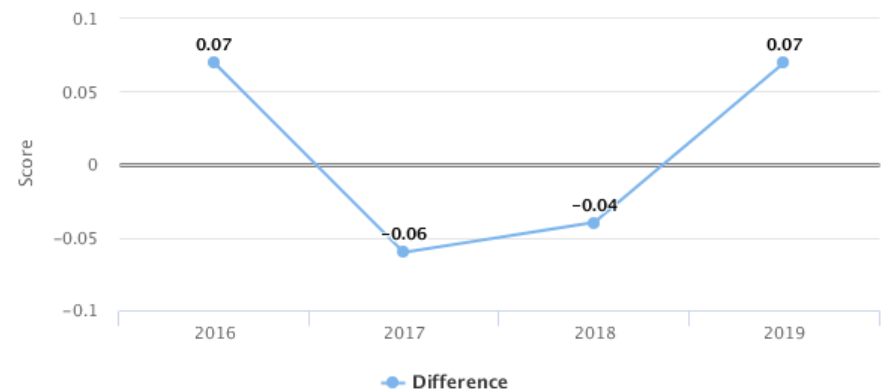
MATHS

Year 3 Semester 2 Trend Analysis in Teacher Judgements



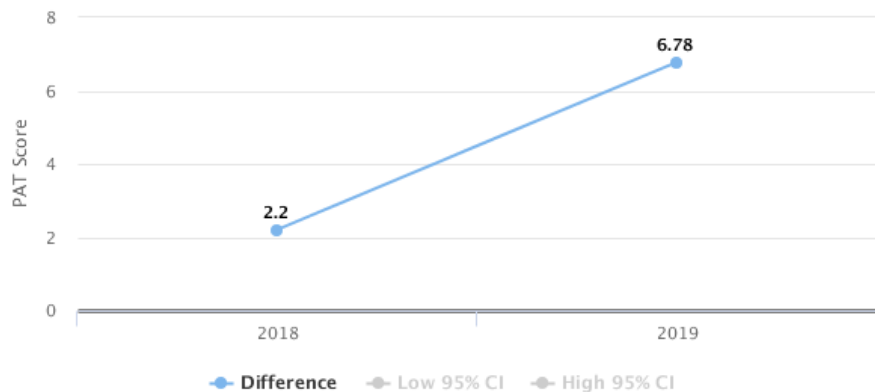
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Year 3 Semester 2 Trend Analysis in Teacher Judgements



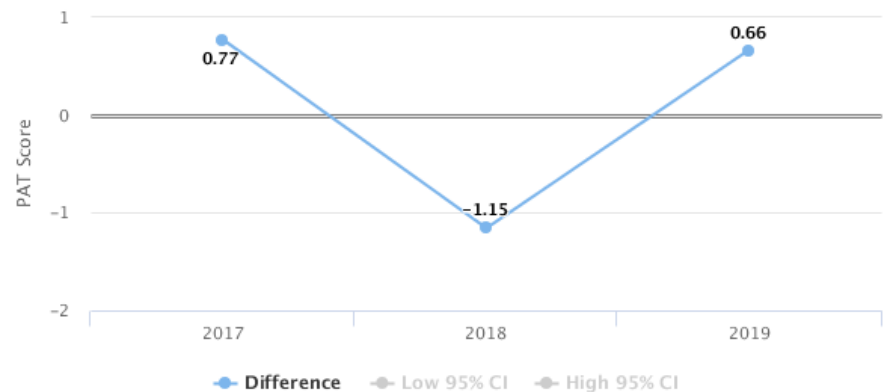
<http://sreams.com.au>

Year 3 Semester 2 Trend Analysis in PAT Reading



<http://sreams.com.au>

Year 3 Semester 2 Trend Analysis in PAT Maths



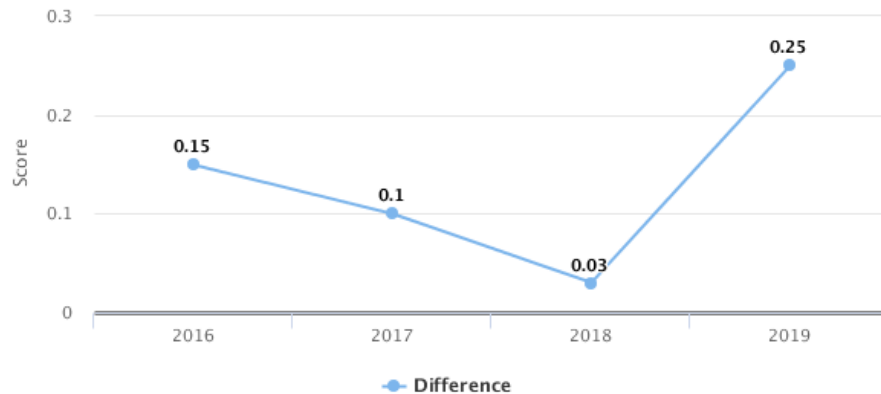
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YEAR 5- TREND DATA

READING

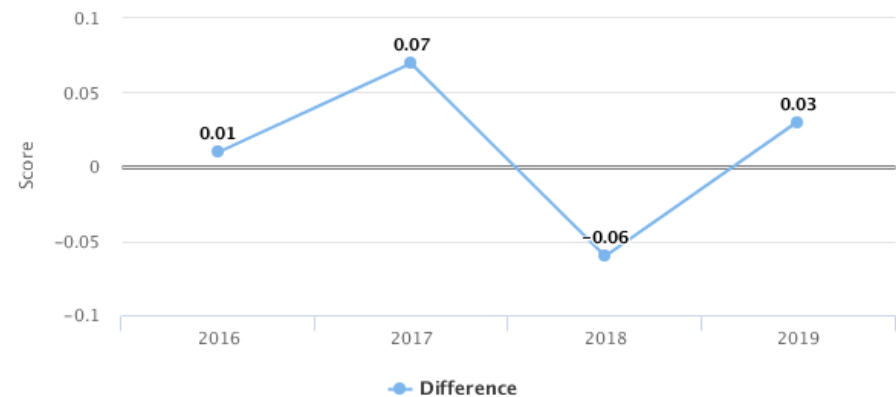
MATHS

Year 5 Semester 2 Trend Analysis in Teacher Judgements



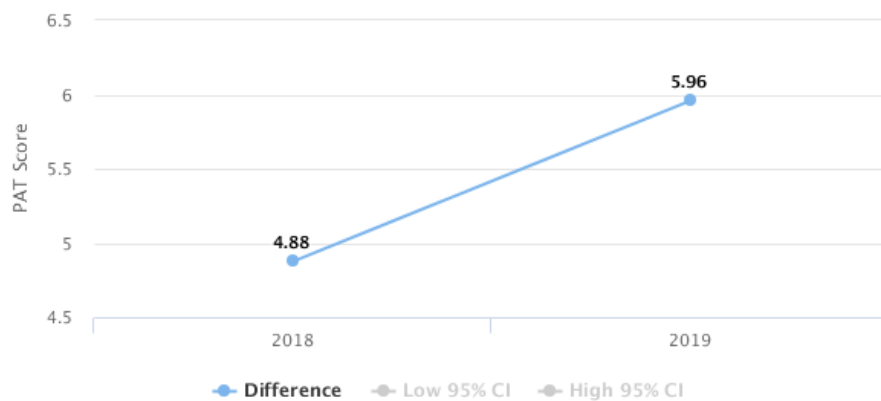
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Year 5 Semester 2 Trend Analysis in Teacher Judgements



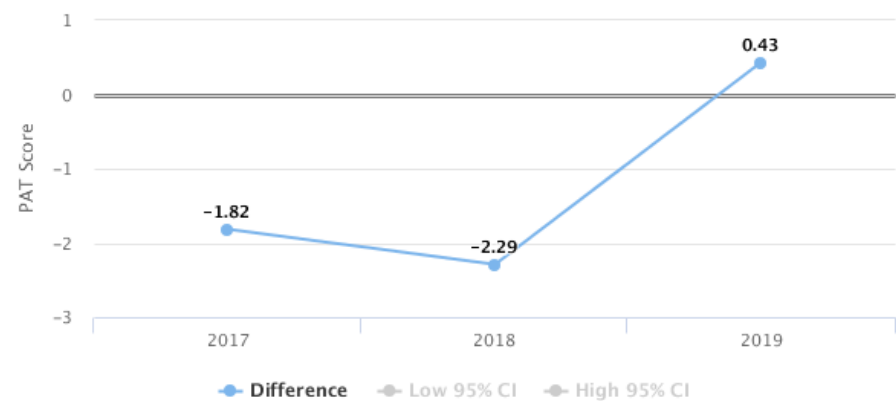
<http://sreams.com.au>

Year 5 Semester 2 Trend Analysis in PAT Reading



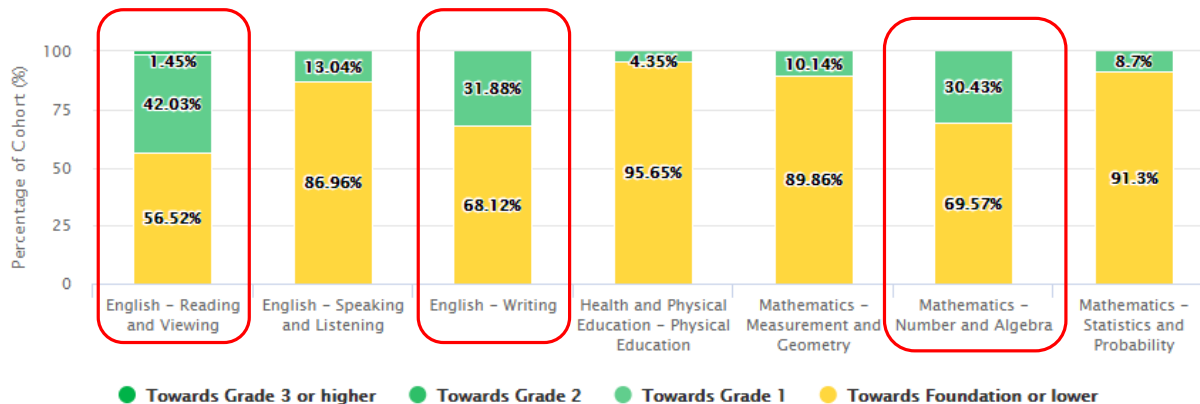
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Year 5 Semester 2 Trend Analysis in PAT Maths

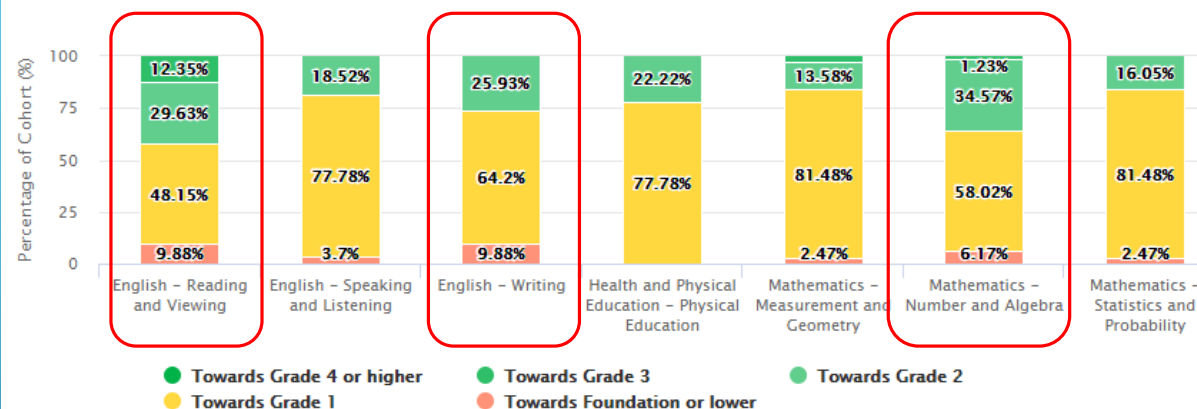


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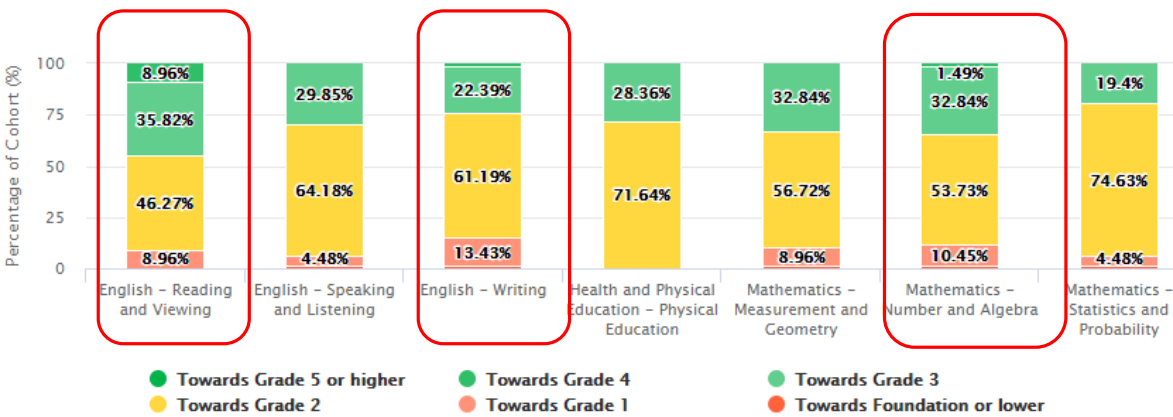
2019 Semester 2 Year Level Scale for Foundation in Teacher Judgements



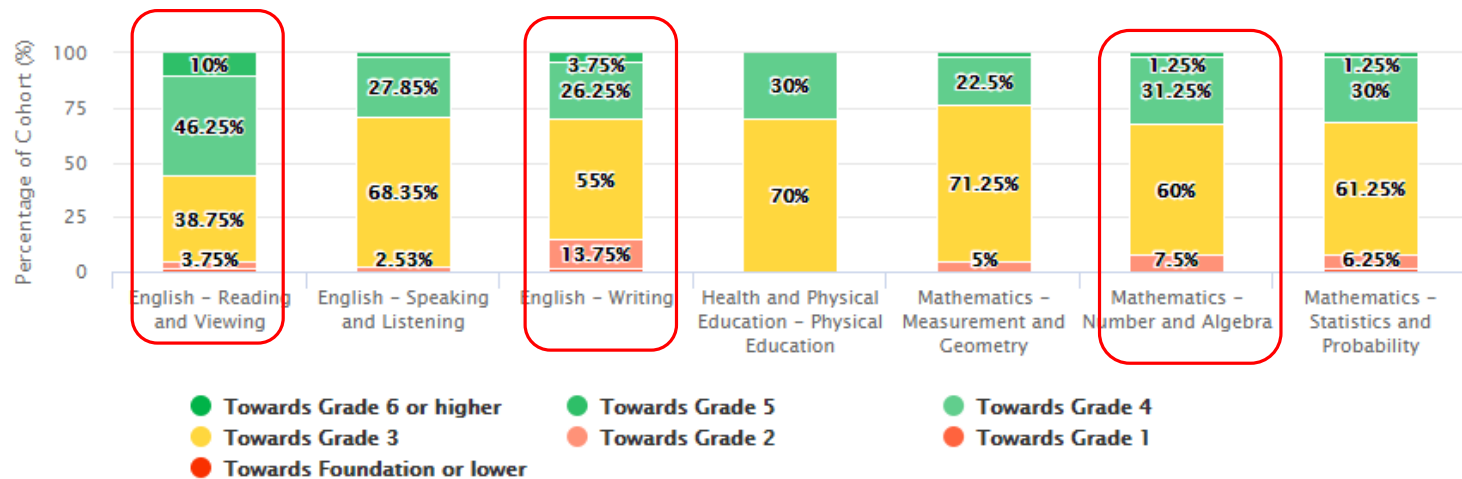
2019 Semester 2 Year Level Scale for Year 1 in Teacher Judgements



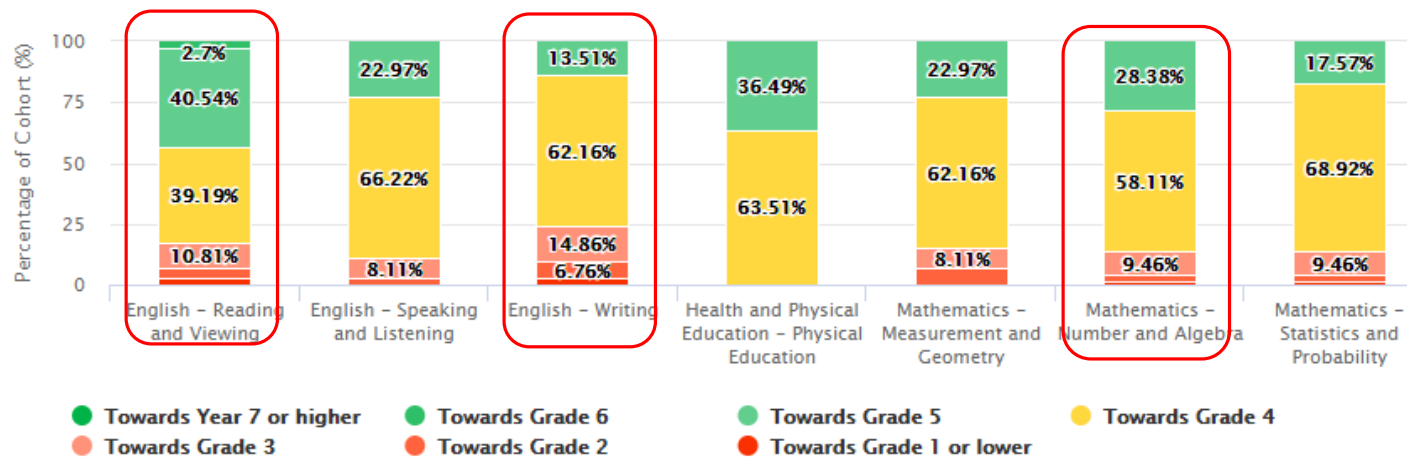
2019 Semester 2 Year Level Scale for Year 2 in Teacher Judgements



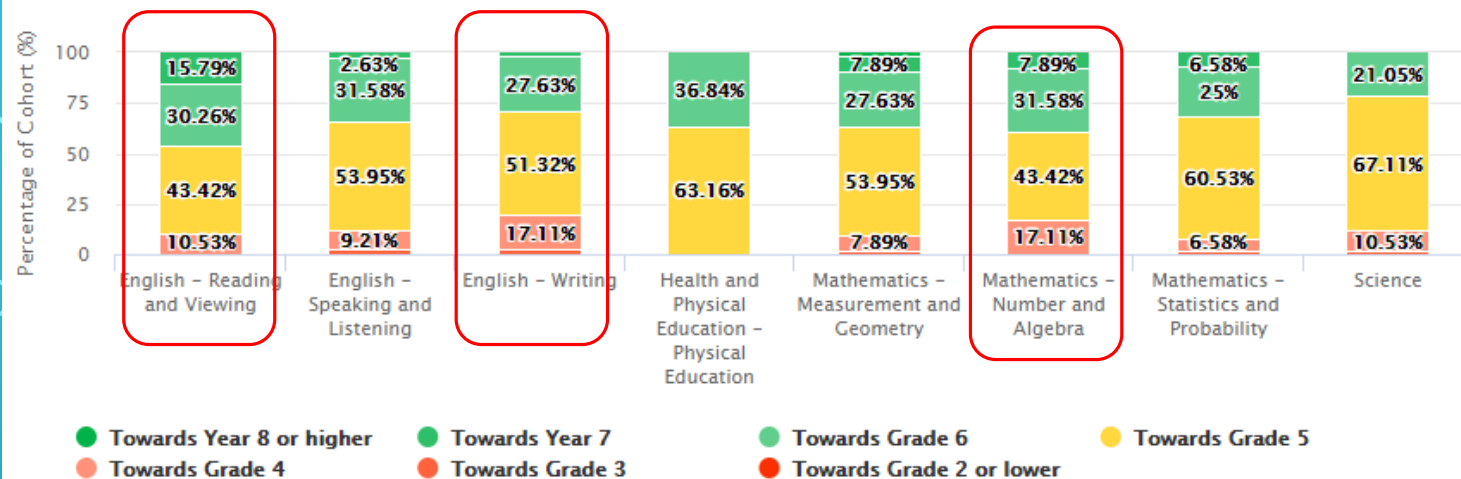
2019 Semester 2 Year Level Scale for Year 3 in Teacher Judgements



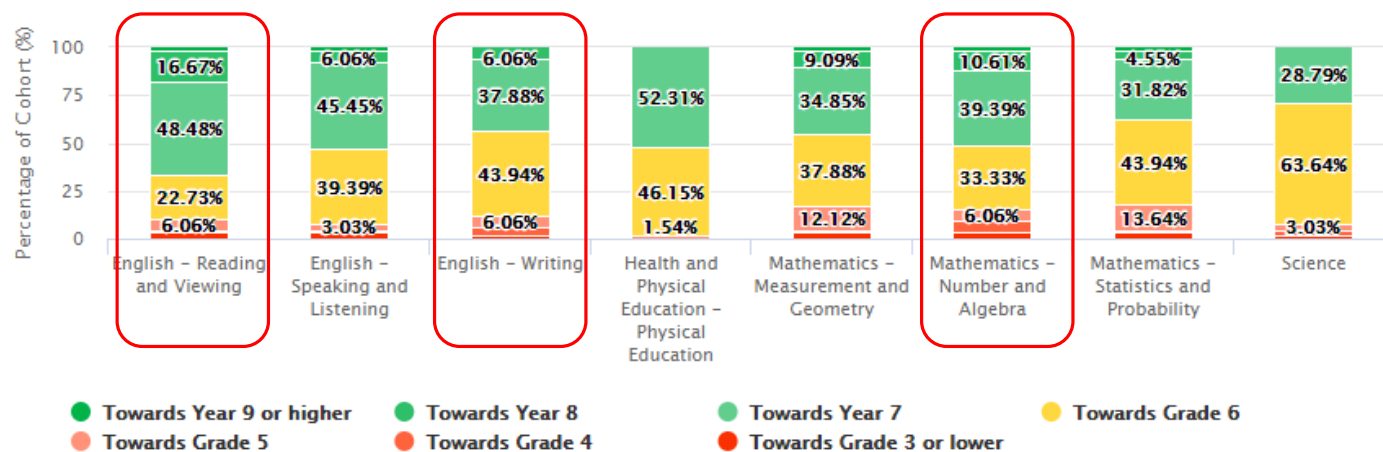
2019 Semester 2 Year Level Scale for Year 4 in Teacher Judgements



2019 Semester 2 Year Level Scale for Year 5 in Teacher Judgements



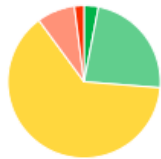
2019 Semester 2 Year Level Scale for Year 6 in Teacher Judgements



TEACHER JUDGEMENTS

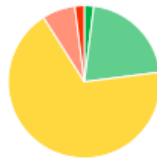
Whole School Spread

Measurement
And
Geometry



● 3.03%
● 23.23%
● 63.64%
● 8.08%
● 2.02%

Statistics
And
Probability



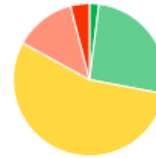
● 2%
● 21%
● 68%
● 7%
● 2%

Reading
And
Viewing



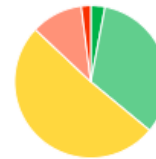
● 10%
● 39%
● 38%
● 11%
● 2%

Writing



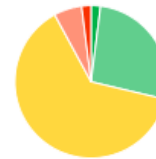
● 2%
● 26%
● 55%
● 13%
● 4%

Number
And
Algebra



● 3%
● 33%
● 51%
● 11%
● 2%

Speaking
And
Listening

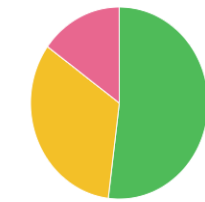
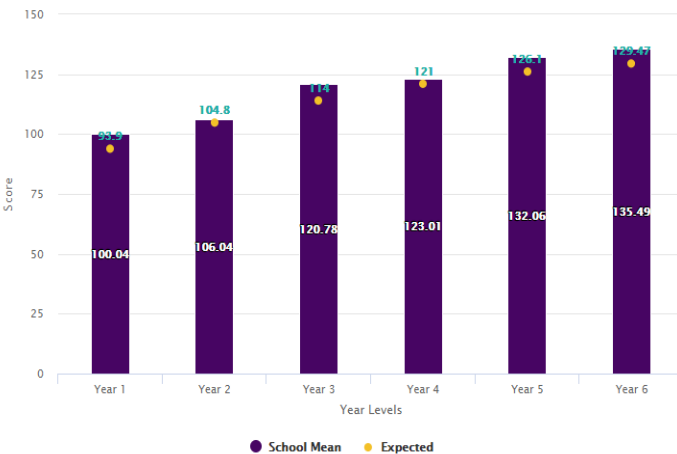


● 1.98%
● 26.73%
● 63.37%
● 5.94%
● 1.98%

● Grade A ● Grade B ● Grade C ● Grade D ● Grade E

PAT READING

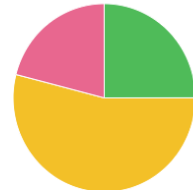
Whole School Spread



● 52% ● 33% ● 15%
● One Year Above ● Expected Level ● One Year Below

PAT MATHS

Whole School Spread



● 25% ● 54% ● 21%
● One Year Above ● Expected Level ● One Year Below

FINANCES OF THE SCHOOL

- Business Manager: Sandra Monaghan
- The school continues to be in a favourable financial position.
- The School Council monitors the school's Financial position through the Finance Sub-Committee. Membership of the Finance committee represents teachers parents. We are compliant as a Parent is the School's Treasurer.

Financial Performance and Position

Commentary on the financial performance and position is included in the *About Our School* section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$3,850,252
Government Provided DET Grants	\$297,191
Government Grants Commonwealth	\$1,400
Revenue Other	\$288,951
Locally Raised Funds	\$498,766
Total Operating Revenue	\$4,936,560

Equity¹

Equity (Social Disadvantage)	\$16,181
Equity Total	\$16,181

Expenditure

Student Resource Package ²	\$3,805,951
Books & Publications	\$14,225
Communication Costs	\$9,110
Consumables	\$75,228
Miscellaneous Expense ³	\$786,525
Professional Development	\$14,688
Property and Equipment Services	\$207,288
Salaries & Allowances ⁴	\$187,803
Trading & Fundraising	\$20,055
Utilities	\$40,152

Total Operating Expenditure	\$5,161,025
Net Operating Surplus/-Deficit	(\$224,465)
Asset Acquisitions	\$0

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$400,871
Official Account	\$20,244
Other Accounts	\$25,067
Total Funds Available	\$446,182

Financial Commitments

Operating Reserve	\$212,508
Other Recurrent Expenditure	\$19,858
School Based Programs	\$52,537
Funds for Committees/Shared Arrangements	\$195,839
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$85,968
Maintenance - Buildings/Grounds < 12 months	\$64,686
Total Financial Commitments	\$656,396

(1) The Equity funding reported above is a subset of overall revenue reported by the school.

KEY POINTS FROM THE FINANCIAL REPORT

- MVIMP (Moonee Vale Instrumental Program) Co-ordinator School 2018-2020, responsible for the co-ordination of the program and the financial management of the program
- MVIMP funds held within Moonee Ponds West PS bank accounts at 31/12/2020 reflected within our financial commitments (shared arrangements)
- Net operating deficit - reflective of the provision of the MVIMP budget (expected expenditure), over spend in budget in locally paid employees and service provider for allied health and over spend in Professional Development budget
- At reconciliation in January 2020 our financial position reflected a small surplus in the Student Resource Package (SRP) of \$33,728 which has been carried forward to support our staffing liability for 2020.

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QUESTION AND COMMENTS

THANKYOU

- To the Team Barbara, Jarrod, Jess, Kim, and Sandra
- For your interest and support.