

moonee ponds west primary

WE THINK, CREATE AND LEARN TOGETHER



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2021 Annual Report to the Community

May 23rd 2022

Welcome

- Acknowledgement to Country
- Introducing the team for tonight
- The data sets and the school performance will be presented by Jarrod (Acting Principal), Kim Simmons (Acting Assistant Principal/Literacy Learning Specialist), Jessica Greenbaum (Numeracy Learning Specialists) and Sandra Monaghan (Business Manager)
- All our work to support school in improving student achievement is monitored through the internal learning architecture of the School Improvement Team and the Professional Learning Team leaders and the Curriculum Action Team leaders.
- Minutes of previous meeting AGM 2020

Overall Performance Group



Current Level: High

School PERFORMANCE - Sep 2021



2019

2021

INFLUENCE

Achievement (Reading)

INFLUENCE

INFLUENCE

Achievement (Numeracy)

RENEW

STRETCH

School Climate

STRETCH

STRETCH

Student Attitude

TRANSFORM

RECHARGE

Engagement

INFLUENCE

STRETCH

Participation

TRANSFORM

INFLUENCE

Overall Performance

RECHARGE

School IMPROVEMENT - May 2022



Annual Implementation Plan - 2022

Submitted SEIL Endorsed SCP Endorsed

KIS 0.1 : Priority 2022 Dimension

KIS 0.2 : Priority 2022 Dimension

KIS 1.1 : Curriculum planning and assessment

KIS 1.2 : Building practice excellence

Annual Report - 2021

Draft Principal Attested SCP Attested

SCHOOL STRATEGIC PLAN 2018

NEXT SCHOOL REVIEW 2022

MOONEE PONDS WEST PRIMARY SCHOOL



READING

Summary: 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.

Action: Consistent documentation of the reading process for all classes especially in the Junior school and continue to strengthen reading comprehension skills for year 5 and 6.

Intervention and staff professional learning on effective literacy practice within the Instructional Model.

WRITING

Summary: In Year 3 Writing students were performing below the state. In Year 5 Writing students we performing well above the State.

Action: Consistent documentation of the writing using the Instructional model for lesson planning and delivery. Focus with students on consideration of audience for their writing. Beginning pre-work for engaging with literacy consultant, Misty Adoniou in 2022.



NUMERACY

Summary: In Year 3 NAPLAN numeracy shows the growth in achievement however, this is still below the achievement of other schools with students like ours. In Year 5 Numeracy we are again above the State and the Similar school's measure.

Action: Problem Based Learning and Number talks PLUS Professional Learning Team planning. Learning Specialist Numeracy to work closely with the Junior School on Numeracy planning.

Professional learning for staff on mathematics content has contributed to this result.

PARENT/STAFF/STUDENT SURVEYS

Summary:

Parent Survey: some improvement in school connectedness from 2020, significant improvement in parent community engagement from 2020 68% to 76%.

Student Survey: Students feel safe, like school and feel part of the community. School connectedness is slightly down from previous years.

Staff Survey reflects a need to improve the culture and whole school collaboration.

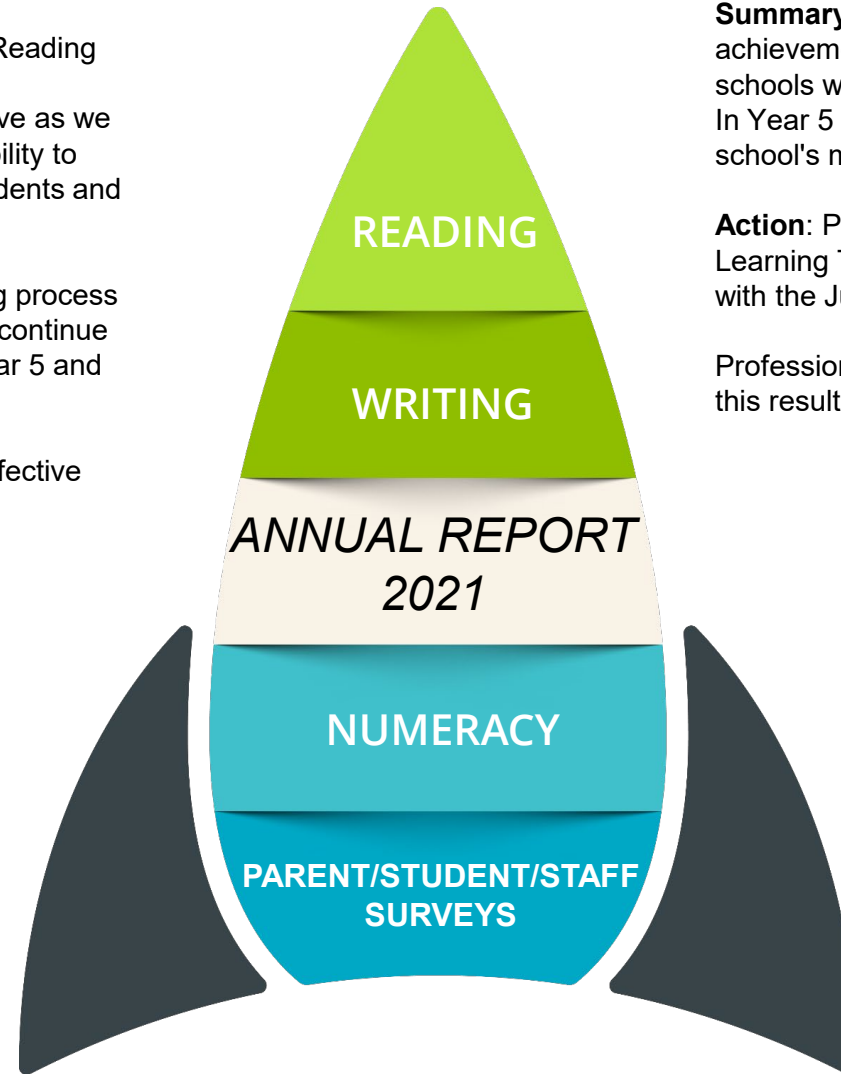
Action:

Parent Survey: refocus on student voice and agency, and continue to strengthen community engagement post COVID restrictions.

Staff Survey: Outlines teacher collaboration and feedback as a focus for improvement.

Student Survey: Increase in student voice and agency in how learning is structured and provide opportunities for enrichment and school connection.

Student attendance is above similar schools. Our students like to come to school and enjoy their peers.



Annual Report 2021

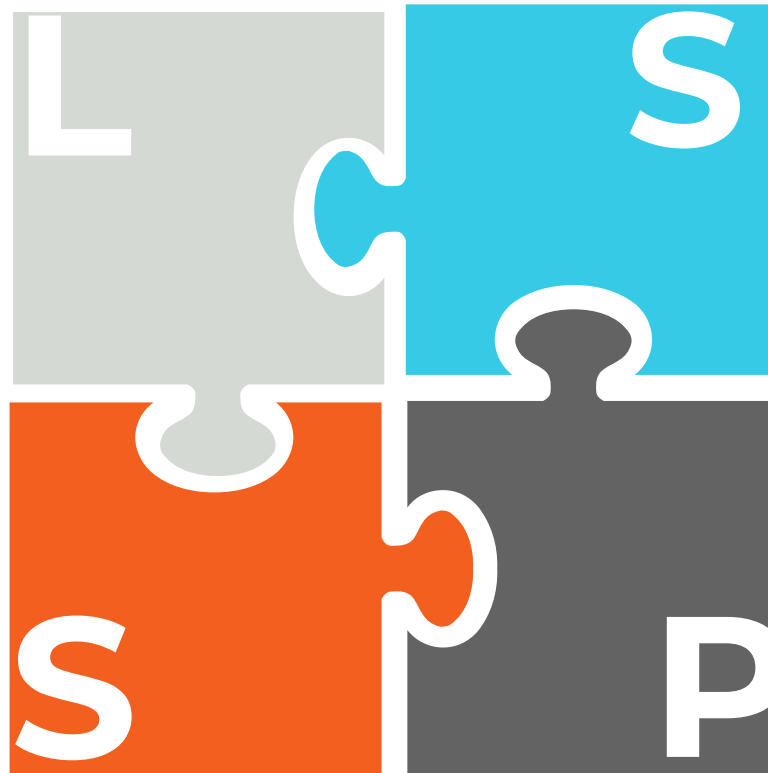
Bringing the puzzle together

Literacy

- Teacher judgements Remote learning: meeting with PLT leaders – discussing planning: going deeper.
- Support Principals Network Community of Practice with a focus on writing with a major teaching emphasis on audience and writing traits.
- Collaborative planning in teams
- Focus on Spelling with Di Snowball, how children learn words and strategies

Student Attitudes to School Survey

- It was a school-based decision to not complete the Student Attitudes to School survey in Not completed in 2020. Our schools 4year average is below the similar school and the State.
- **Student attendance** is between 94-96%



Numeracy

- Remote teaching → Digital resources/ integration of technology
- Learning Specialist- fortnightly Leaders Network Meetings
- Chris Coombes P.D.
- Collaborative planning using progression documents
- Assessment: MOI and PBA

Parent Satisfaction

- Moonee Ponds West Parent Survey result showed positive endorsement of 76.8%, up from 70.9% in 2020. The State average is 81%.
- The return rate was 64% in 2021, up from 28% in 2020.

School Performance Data Sets for 2021

Based on Teacher Judgements against the Victorian curriculum.

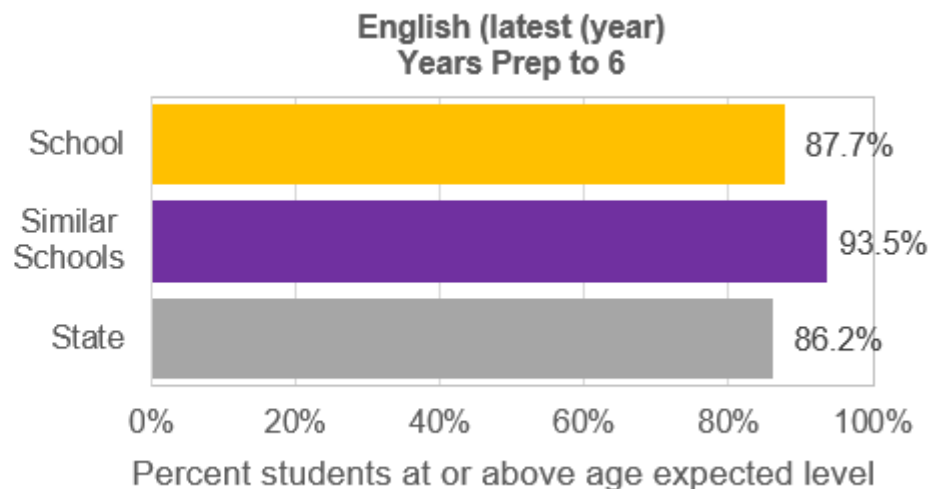
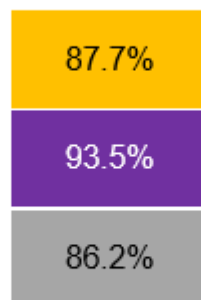
English Years Prep to 6

School percent of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2021)



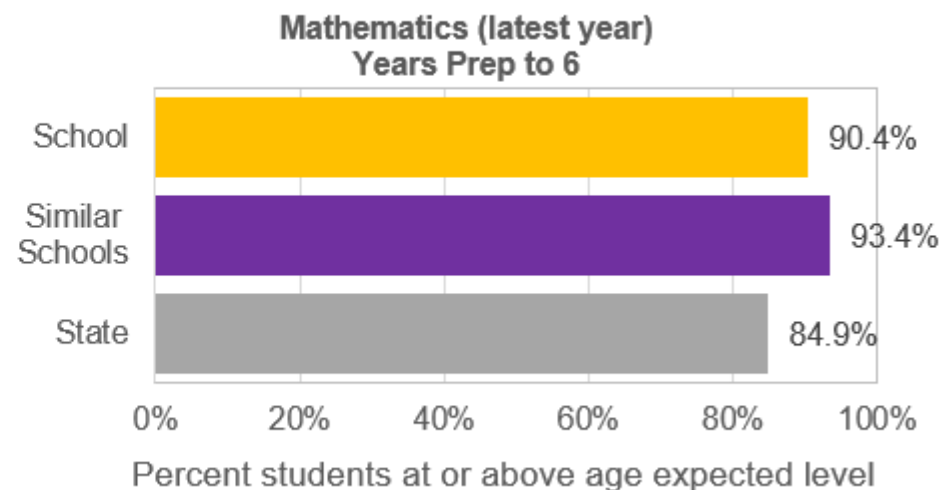
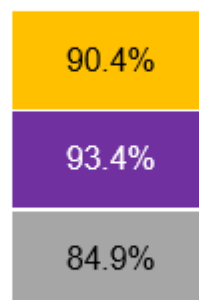
Mathematics Years Prep to 6

School percent of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2021)



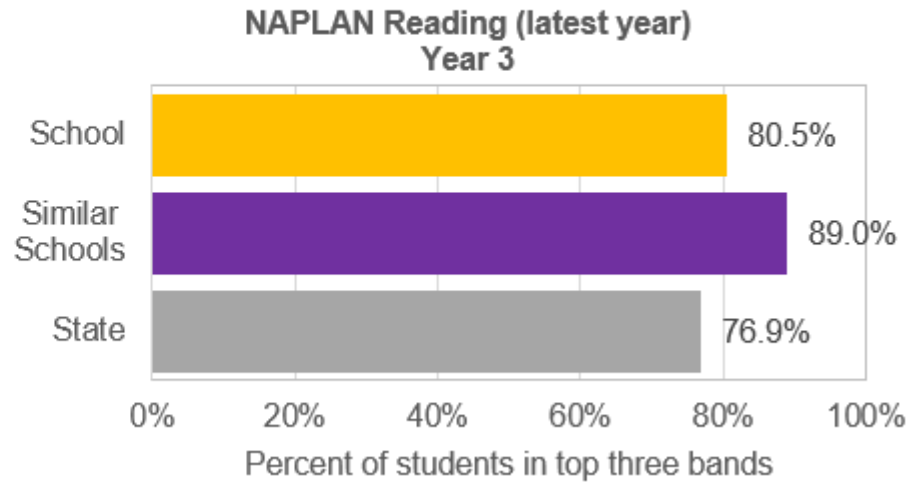
School Performance Data Sets for 2021

Based on NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

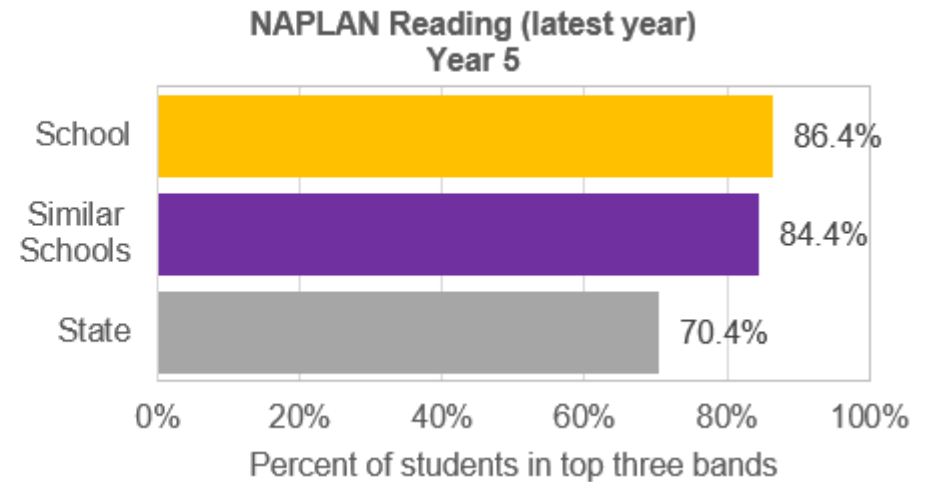
Reading Year 3

	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%



School Performance Data Sets for 2021

Based on NAPLAN.

Numeracy Year 3

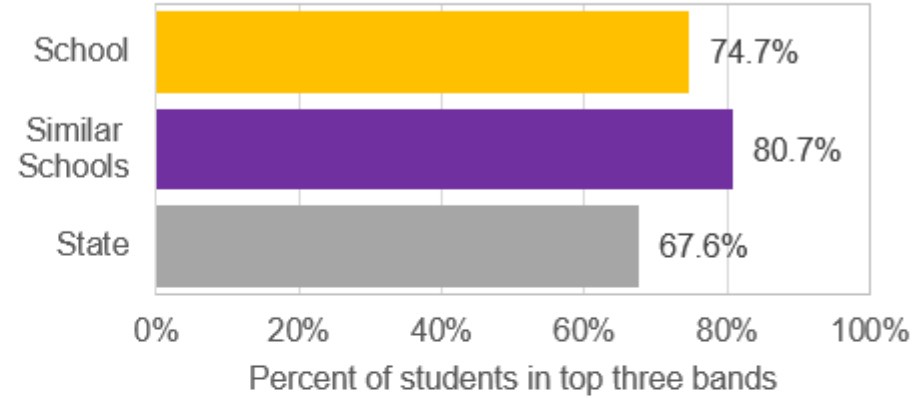
School percent of students in top three bands:

Latest year (2021)	4-year average
74.7%	79.4%
80.7%	82.0%
67.6%	69.1%

Similar Schools average:

State average:

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

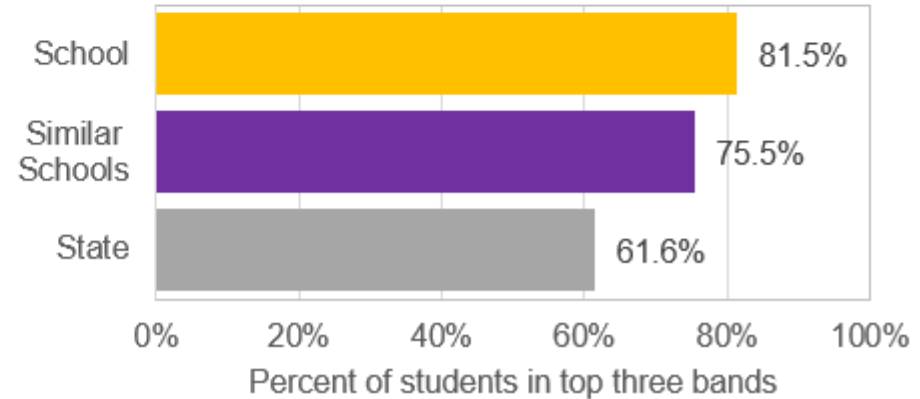
School percent of students in top three bands:

Latest year (2021)	4-year average
81.5%	77.7%
75.5%	74.6%
61.6%	60.0%

Similar Schools average:

State average:

NAPLAN Numeracy (latest year) Year 5

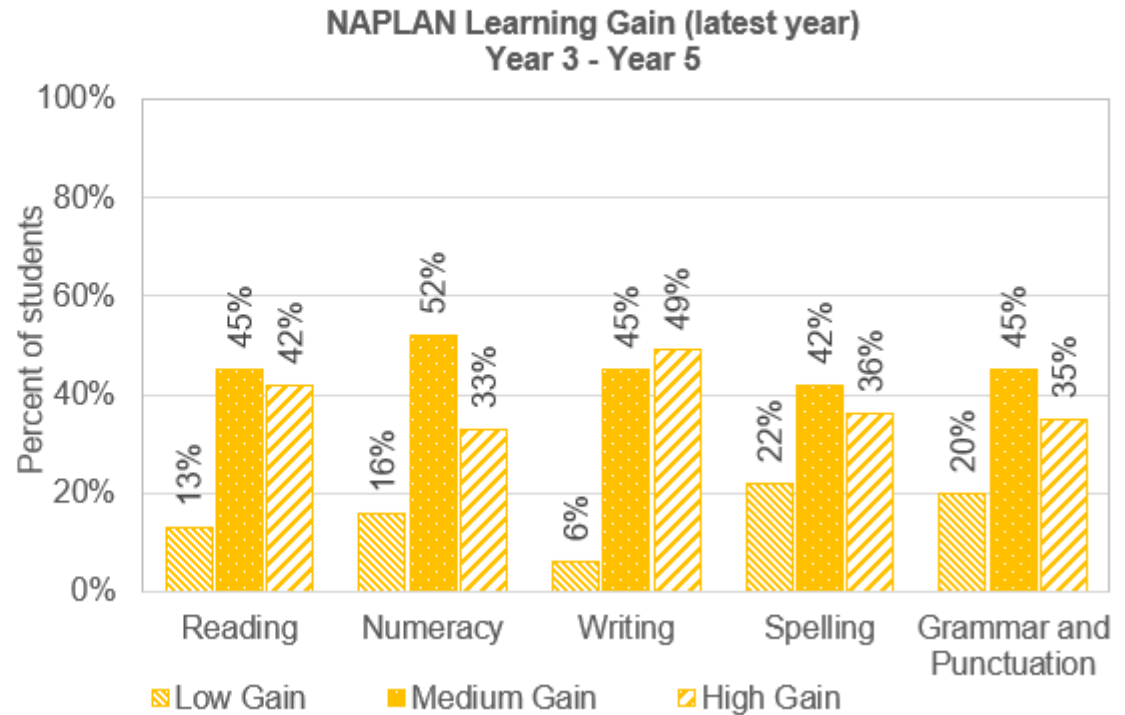


School Performance Data Sets for 2021

Based on NAPLAN.

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%



Whole School Growth Data December 2020-2021

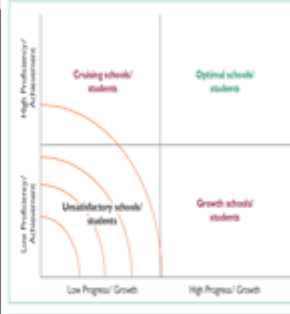
2021 Sem 2 Whole School Reading Data Teacher Judgements

Whole School	Low Growth	Expected Growth	High Growth	Total	
Above	10	69	66	145	35%
At	48	120	44	212	51%
Below	26	20	11	57	14%
Total	84	209	121	414	
	20%	50%	29%		

A two-by-two diagram illustrating the notion of progression and proficiency

High Proficiency/Achievement	Cruising schools/ students	Optimal Schools/Student
	10 2%	66 16%
Low Proficiency/Achievement	6% 26 Unsatisfactory schools/ students	3% 11 Growth Schools/Student
	Low Progress/ Growth	High Progress/ Growth

73%



Expected Growth	1.00
Average Growth	1.05
Difference	0.05

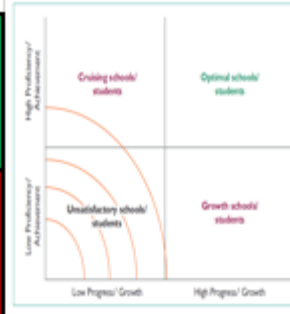
2021 Sem 2 Whole School Writing Data Teacher Judgements

Whole School	Low Growth	Expected Growth	High Growth	Total	
Above	2	32	33	67	16%
At	68	164	38	270	65%
Below	40	28	10	78	19%
Total	110	224	81	415	
	27%	54%	20%		

A two-by-two diagram illustrating the notion of progression and proficiency

High Proficiency/Achievement	Cruising schools/ students	Optimal Schools/Student
	2 0%	33 8%
Low Proficiency/Achievement	10% 40 Unsatisfactory schools/ students	2% 10 Growth Schools/Student
	Low Progress/ Growth	High Progress/ Growth

80%



Expected Growth	1.00
Average Growth	0.96
Difference	-0.04

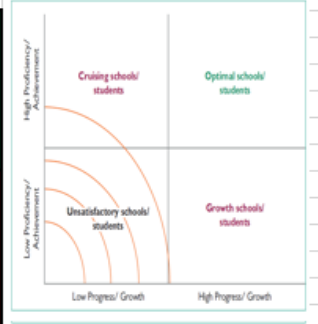
2021 Sem 2 Whole School Number Data Teacher Judgements

Whole School	Low Growth	Expected Growth	High Growth	Total	
Above	8	58	56	122	29%
At	43	171	35	249	60%
Below	24	16	4	44	11%
Total	75	245	95	415	
	18%	59%	23%		

A two-by-two diagram illustrating the notion of progression and proficiency

High Proficiency/Achievement	Cruising schools/ students	Optimal Schools/Students
	8 2%	56 13%
Low Proficiency/Achievement	6% 24 Unsatisfactory schools/ students	1% 4 Growth Schools/Student
	Low Progress/ Growth	High Progress/ Growth

78%



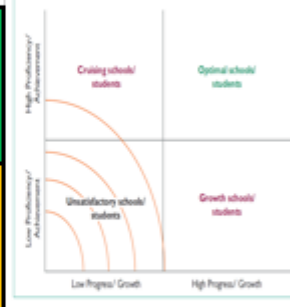
Expected Growth	1.00
Average Growth	1.03
Difference	0.03

F-2 Growth Data December 2020-2021

F-2 Reading Growth Sem 2- Sem 2				
Y1/2	Low Growth	Expected Growth	High Growth	Total
ADUV	1	21	39	61 37%
At	18	46	24	88 53%
Below	13	2	1	16 10%
Total	32	69	64	165
	19%	42%	39%	

High Proficiency/Achievement	Creating schools/ students 1 1%	Optimal Schools/Students 39 24%
	Unsatisfactory schools/ students 8%	Growth schools/ students 1 1%
Low Proficiency/Achievement	13	1
	Low Progress/ Growth	High Progress/ Growth

A two-by-two diagram illustrating the notion of progression and proficiency.

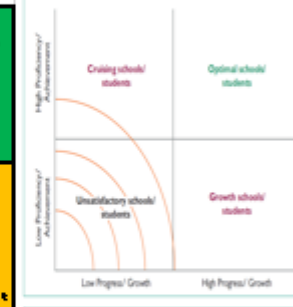


Expected Growth	1.00
Average Growth	1.16
Difference	0.16

F-2 Writing Growth Sem 2- Sem 2				
Y1/2	Low Growth	Expected Growth	High Growth	Total
ADUV	1	15	9	25 15%
At	34	72	14	120 73%
Below	17	3	0	20 12%
Total	52	90	23	165
	32%	55%	14%	

High Proficiency/Achievement	Creating schools/ students 1 1%	Optimal Schools/Students 9 5%
	Unsatisfactory schools/ students 10%	Growth schools/ students 0 0%
Low Proficiency/Achievement	17	0
	Low Progress/ Growth	High Progress/ Growth

A two-by-two diagram illustrating the notion of progression and proficiency.

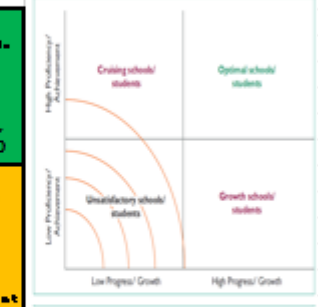


Expected Growth	1.00
Average Growth	0.89
Difference	-0.11

3/4 Number Growth Sem 2- Sem 2				
Y3/4	Low Growth	Expected Growth	High Growth	Total
ADUV	2	16	20	38 29%
At	12	53	11	76 59%
Below	6	6	3	15 12%
Total	20	75	34	129
	16%	58%	26%	

High Proficiency/Achievement	Creating schools/ students 2 2%	Optimal Schools/Students 20 16%
	Unsatisfactory schools/ students 5%	Growth schools/ students 3 2%
Low Proficiency/Achievement	6	3
	Low Progress/ Growth	High Progress/ Growth

A two-by-two diagram illustrating the notion of progression and proficiency.



Expected Growth	1.00
Average Growth	1.06
Difference	0.06

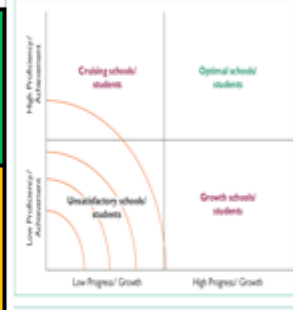
3/4 Growth Data December 2020-2021

3/4 Reading Growth Sem 2- Sem 2

Y3/4	Low Growth	Expected Growth	High Growth	Total	
ADDD	6	21	10	37	29%
At	20	40	12	72	56%
Below	7	9	4	20	16%
Total	33	70	26	129	
	26%	54%	20%		

A two-by-two diagram illustrating the notion of progression and proficiency

High Proficiency/Achievement	Creating schools/ students 6 5%	Optimal Schools/Students 10 8%
	79%	
Low Proficiency/Achievement	Unsatisfactory schools/ students 7 5%	Growth Schools/Student 4 3%
	Low Progress/ Growth	High Progress/ Growth



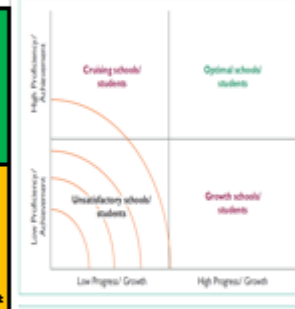
Expected Growth	1.00
Average Growth	0.96
Difference	-0.04

3/4 Writing Growth Sem 2- Sem 2

Y3/4	Low Growth	Expected Growth	High Growth	Total	
ADDD	1	6	6	13	10%
At	25	56	11	92	71%
Below	9	12	3	24	19%
Total	35	74	20	129	
	27%	57%	16%		

A two-by-two diagram illustrating the notion of progression and proficiency

High Proficiency/Achievement	Creating schools/ students 1 1%	Optimal Schools/Students 6 5%
	85%	
Low Proficiency/Achievement	Unsatisfactory schools/ students 9 7%	Growth Schools/Student 3 2%
	Low Progress/ Growth	High Progress/ Growth



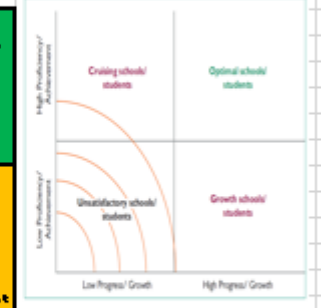
Expected Growth	1.00
Average Growth	0.93
Difference	-0.07

F-2 Number Growth Sem 2- Sem 2

Y1/2	Low Growth	Expected Growth	High Growth	Total	
ADDD	2	24	23	49	30%
At	16	74	21	111	67%
Below	4	1	0	5	3%
Total	22	99	44	165	
	13%	60%	27%		

A two-by-two diagram illustrating the notion of progression and proficiency

High Proficiency/Achievement	Creating schools/ students 2 1%	Optimal Schools/Students 23 14%
	82%	
Low Proficiency/Achievement	Unsatisfactory schools/ students 4 2%	Growth Schools/Student 0 0%
	Low Progress/ Growth	High Progress/ Growth



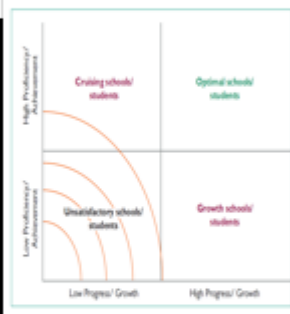
Expected Growth	1.00
Average Growth	1.10
Difference	0.10

5/6 Growth Data December 2020-2021

5/6 Reading Growth Sem 2- Sem 2				
Y5/6	Low Growth	Expected Growth	High Growth	Total
ADUV	3	27	17	47 39%
At	10	34	8	52 43%
Below	6	9	6	21 18%
Total	19	70	31	120
	16%	58%	26%	

High Proficiency/Achievement	Creating schools/ students 3 3%	Optimal Schools/Students 17 14%
	73%	5% 6 Unsatisfactory schools/ students Low Progress/ Growth
Low Proficiency/Achievement	5% 6 Unsatisfactory schools/ students Low Progress/ Growth	5% 6 Growth Schools/Students High Progress/ Growth

A two-by-two diagram illustrating the notion of progression and proficiency.

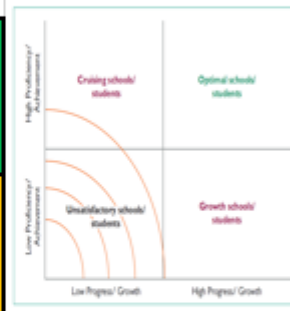


Expected Growth	1.00
Average Growth	1.04
Difference	0.04

5/6 Writing Growth Sem 2- Sem 2				
Y5/6	Low Growth	Expected Growth	High Growth	Total
ADUV	0	11	18	29 24%
At	9	36	13	58 48%
Below	14	13	7	34 28%
Total	23	60	38	121
	19%	50%	31%	

High Proficiency/Achievement	Creating schools/ students 0 0%	Optimal Schools/Students 18 15%
	68%	12% 14 Unsatisfactory schools/ students Low Progress/ Growth
Low Proficiency/Achievement	12% 14 Unsatisfactory schools/ students Low Progress/ Growth	6% 7 Growth Schools/Students High Progress/ Growth

A two-by-two diagram illustrating the notion of progression and proficiency.

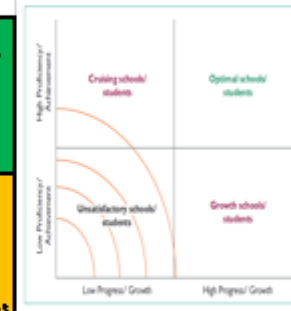


Expected Growth	1.00
Average Growth	1.07
Difference	0.07

5/6 Number Growth Sem 2- Sem 2				
Y5/6	Low Growth	Expected Growth	High Growth	Total
ADUV	4	18	13	35 29%
At	15	44	3	62 51%
Below	14	9	1	24 20%
Total	33	71	17	121
	27%	59%	14%	

High Proficiency/Achievement	Creating schools/ students 4 3%	Optimal Schools/Students 13 11%
	74%	12% 14 Unsatisfactory schools/ students Low Progress/ Growth
Low Proficiency/Achievement	12% 14 Unsatisfactory schools/ students Low Progress/ Growth	1% 1 Growth Schools/Students High Progress/ Growth

A two-by-two diagram illustrating the notion of progression and proficiency.



Expected Growth	1.00
Average Growth	0.93
Difference	-0.07

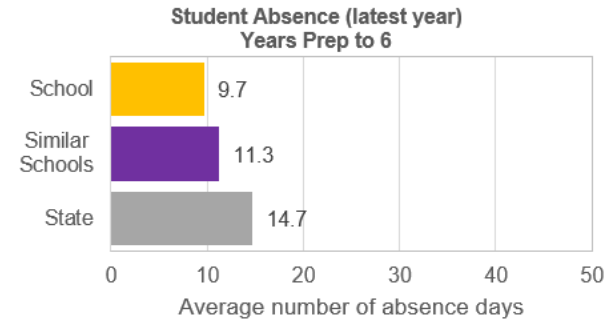
Average Number of Student Absence Days

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

School average number of absence days:

	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



Student Wellbeing and Engagement

Evidenced by:

- Attendance
- Sense of Connectedness
- Management of Bullying

Attendance Rate (latest year)

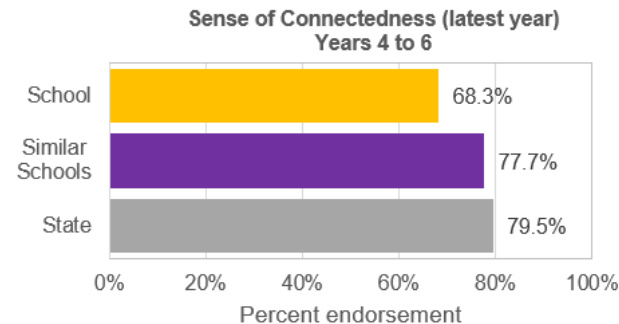
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	96%	94%	96%	95%	96%	94%

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%



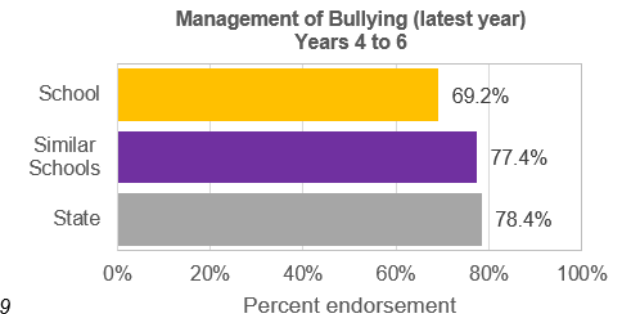
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 - 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

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

Any Questions / Comments?

Can I take this opportunity to acknowledge and thank our staff (Jess, Kim and Sandra) for their continued efforts to improve teacher capacity to improve the learning and teaching for students.

Thankyou
for your presence
at the AGM 2021