

2018 Annual Report to The School Community



School Name: Moonee Ponds Primary School (3987)



- 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 2018 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 27 March 2019 at 05:47 PM by Matthew Bott
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 31 March 2019 at 06:52 PM by Scott Cutler (School
Council President)

About Our School

School context

Moonee Ponds Primary School is well-established school located in the inner north west of Melbourne. The school has a long and proud history and was initially established in 1919, first as a primary school, then as a "central" school with students from prep - year 8. In 2013 the school again became a primary school. As part of this transition the school community (students, teachers and parents) authentically established our School Mission, Vision and Values. This underpins all work we do as a collaborative learning community. Our mission is to create and sustain a world class inclusive and collaborative learning community that provides the highest quality education; where teacher and student potential is maximised and where all students are empowered to become active, inspired and courageous citizens. Our vision and values can be viewed at <http://www.mpp.vic.edu.au/about-us/>

The school is situated on spacious and well-treed grounds that are well appointed with equipment, play and recreation areas. The school is located in the inner north west of Melbourne and draws students from its local area of Moonee Ponds, Ascot Vale and Brunswick North and West. In 2018 our enrolment was 346 students (171 females, 175 males), encompassing 16 classes. We have an engaged parent community which is reflected in an active School Council and Parents Association. Through fundraising efforts, student initiatives and parent support many improvements have been made to the grounds including development of sustainability garden and chicken enclosure, playground improvements, shade sail and tap installation, footy goal posts and most recently an outdoor maths garden (learning area). The school has a Sports and Performance Centre with a half-court gym a dedicated music room and a dedicated performing arts room. There is also a designated Italian/LOTE and visual arts room.

Organisationally the school is structured in professional learning teams (PLTs): Prep/Foundation, Year 1/2, Year 3/4 and Year 5/6. Our workforce comprised of two Principal class officers, twenty teachers and twelve Education Support Staff (office & integration aides) with a total of 26.45 EFT (Effect Fulltime Staff). There were 12% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students in the school. Our overall socioeconomic profile (based on SFOE) is "high" with an SFOE index of 0.1653.

Moonee Ponds Primary School is a place where all students feel safe, are respected and are challenged in their learning. Our teachers work in highly effective teams, planning for the success and learning of every child in the school. Together they have created a vibrant reading, thinking and problem solving culture in every classroom. The timetable is designed to support each team with at least one period of planning time together during the school day. The meeting schedule is structured with PLT meeting time after school one day a week. All meetings are structured to have a Strategic Plan/Annual Implementation Plan (AIP) focus and organisational focus; with a professional learning emphasis on curriculum, instruction, assessment and feedback.

As well as the classroom teaching teams, students have access to specialist classrooms and teachers for Visual Art, Performing Art, Physical Education and Italian. This breadth of curriculum is also supported with both Science and extensive Integrated Studies units of work. Our philosophy is based around each student performing at their personal best in all areas of the curriculum including sport. We celebrate participation and reward excellence in all endeavours. We commit to maximising the learning growth of every child.

Framework for Improving Student Outcomes (FISO)

The FISO area that MPPS focused on in 2018 was Excellence in Teaching and Learning. In the area of Building Practice Excellence, the Key Improvement Strategy (KIS) was 'Build the instructional practice of every teacher so that there is consistency and high quality across the school'. The KIS in the area of Curriculum Planning and Assessment was 'Build the Guaranteed and Viable Curriculum', 'Ensure a whole school process for setting challenging goals and effective feedback for every student and teacher' and to 'Build the professional learning teams (PLT's) across the school'.

The Professional Learning Community (PLC) initiative and collaborative work with schools both within our network and outside our network has helped develop the leadership capacity of our team and learning area leaders as well as the consistency and cohesiveness of our staff. Through this work there is an enhanced focus on improving outcomes for students with an increased capacity of staff to use data to set goals and measure

impact. The professional learning agenda has also increased that capacity of staff to observe and share practice. 2018 was the final year of our School Strategic Plan. The self-evaluation and review process enabled a rigorous reflection of the work over the last four years. Through authentic engagement with staff, students and the wider community, the school was able to celebrate the achievements, identify the challenges and set the goals for the next four years together.

Achievement

Moonee Ponds Primary School's (MPPS) Victorian Curriculum data in Reading and Mathematics is above the median of all Victorian government schools. In 2018 our student outcomes were also consistent with that of similar schools. In Year 3, NAPLAN reading was higher and numeracy similar when compared to that of similar schools. In Year 5 both reading and numeracy were similar, with the four year average consistent to that of similar schools. Our NAPLAN growth data showed an increased number of students with high growth (all domains above the 25%) with the most gain shown in writing (31%) and spelling (38%). This data is a relative strength and reflects the strategic goal focus on writing. In reading there are 31% of students showing low gains and 28% showing high gains. Focusing on increasing the number of students with medium and high growth in reading will be a focus in the new strategic plan.

MPPS continues to focus on ensuring all students experience success in their learning and achieve greater than expected growth. Improved student growth outcomes are achieved through ensuring alignment of school practices, and continuing to work collaboratively as a staff to analyse data and use this to plan effective teaching practices. Our highly qualified staff promote high expectations of student achievement, through increased levels of support, enhanced personalised learning, student responsibility for learning and student voice.

We continue to embed and grow best practice teaching and learning strategies in Literacy and Numeracy. We are committed to a rich, robust and rigorous curriculum that includes Performing and Visual Arts, Physical Education, LOTE, Science and the Technologies. Our teachers work in teams to plan, deliver, assess and review for every child's growth. Continued professional learning through our Professional Learning Community (PLC) work, the learning around our teaching instructional model (GANAG) and alignment with the High Impact Teaching Strategies (HITS) and Practice Principles will support the next stage of work.

Engagement

Attendance at MPPS in 2018 was at 94%, except at Foundation & Year 2 which was at 95% and year 6 at 92%. The results for 2018 and across the last four years showed attendance higher when compared against similar schools (fewer absences). Long-term absences due to family holidays and trips overseas during the term remain a concern for some families in our school. Our focus on improving this is to continue to promote the importance of attendance as a significant factor in student learning and engagement.

To engage students at school, we implement a targeted approach to teaching and learning. Teachers track student growth against the curriculum, plan for and deliver lessons based on the cohort and individual student needs. This results in differentiated and targeted curriculum delivery. A continued focus is on developing student learner agency so that students are authentically engaged with their learning, know what their goals are, how they will achieve them, how they will know when they have achieved them and what's next in their learning.

Additional programs are implemented to support student engagement; these include social and life skills groups, chess club and the instrumental music program. We build leadership capacity in students through an active Student Representative Council, Green Team (student environmental group), sport and music leaders and the Better Buddies Program (with Year 5/ 6 and Foundation students). Technologies are integrated across the curriculum with increased access to laptops, desktops and interactive whiteboards to support student learning.

There is also the eConnect (1:1 netbook) program in Years 4-6. Continuing to leverage technology to engage students with learning, critical and creative thinking, feedback and problem solving will also help enhance student agency in learning.

Age specific transition programs for students and their parents are provided annually. We continue to support students entering their next year of schooling through four 'move up' transition sessions during term four. All student transitions are supported by teachers and the use of student learning data and individual learning improvement plans for students 12 months above and below the expected level of achievement. For parents,

information is utilised through parent transition sessions, information evenings for all year levels and through regular updates on class blogs and in the school newsletter.

Wellbeing

In 2018 the Attitudes to School survey was implemented for Year 4, 5 & 6 students. Students were asked questions in relation to a range of factors. These included questions about students' safety, social engagement, learner characteristics & disposition, student/ teacher relationships and effective teaching practice for cognitive engagement. Our student data is consistent with similar schools in terms of both the Sense of Connectedness factor and the Management of Bullying factors.

We continue to actively promote student wellbeing to develop students' deep connections to one another, to school and to learning. The annual MPPS Establishment Program revisits and deepens a positive school culture. Teachers facilitate this important program to build a positive environment within the class and across the school; expectations are established, goals are set and resilience strategies reinforced. In 2018 a focus of the school was building student capacity to reflect on, regulate and manage their emotions, build their self-awareness and ability to problem solve as well as develop positive and constructive relationships. Programs implemented to support this included the Rights, Resilience and Respectful Relationships program, Mindfulness Curriculum and the Martial Arts Therapy (MAT) program.

MPPS has a 'sustaining' eSmart (Cyber Safety) accreditation. This process is aimed at developing student capacity to be smart, safe and responsible users of technology. Whole school events and cross-age activities are explicitly planned to build MPPS as a collaborative learning community. There is a shared commitment to ensure a safe, caring and nurturing environment. All children adhere to the MPPS values which are emphasised with all students across the school. Children, teachers and parents work cooperatively and supportively as a school community.

Financial performance and position

Overall in 2018 MPPS has continued to provide quality education programs achieving high student outcomes utilising both DET and locally raised funds. Commonwealth grants were accessed through the Sports in Schools program; this included Hockey, Volleyball and Softball. Professional Development expenditure included the Communities of Practice network focused on 'GANAG/ Classroom Instruction That Works' and improving teacher instruction across all 8 participating schools. The school community raised funds (through holding student and parent activities) for student-based projects with considerable success.

MPPS received \$10 351 in equity (social disadvantage) funding. These funds contribute to the supplementary reading program which targets the reading outcomes of the students (including Koorie and English as an Additional Language) who are working more than 12 months behind expected.

MPPS received special grants including \$60 000 for the School Improvement Partnership (SIP) initiative. This involved working in collaboration with another primary school from outside our network to increase the capacity of middle leaders to improve outcomes for students in writing. The school also received funds to support our involvement in the Professional Learning Communities (PLCs) initiative. These funds assisted with coverage for our staff to attend the professional learning. This reduced the impact on the continuity of learning for our students when the staff were at the training days.




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

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

Enrolment Profile

A total of 346 students were enrolled at this school in 2018, 171 female and 175 male.

12 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.












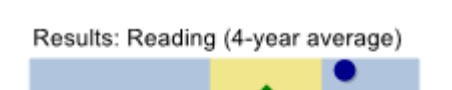






Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

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:




Achievement	Student Outcomes	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 - 6.</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> Higher</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p>





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: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>41%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>50%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>44%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>47%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	41%	28%	Numeracy	22%	50%	28%	Writing	25%	44%	31%	Spelling	13%	50%	38%	Grammar and Punctuation	25%	47%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	95 %	94 %	94 %	94 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	95 %	94 %	94 %	94 %	92 %										

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: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,630,116	High Yield Investment Account	\$150,477
Government Provided DET Grants	\$463,373	Official Account	\$20,025
Government Grants Commonwealth	\$8,200	Other Accounts	\$11,988
Revenue Other	\$66,824	Total Funds Available	\$182,490
Locally Raised Funds	\$467,066		
Total Operating Revenue	\$3,635,579		
Equity¹			
Equity (Social Disadvantage)	\$10,351		
Equity Total	\$10,351		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,551,868	Operating Reserve	\$31,500
Books & Publications	\$729	Other Recurrent Expenditure	\$52
Communication Costs	\$5,993	Funds Received in Advance	\$51,537
Consumables	\$65,609	School Based Programs	\$572
Miscellaneous Expense ³	\$341,397	Capital - Buildings/Grounds < 12 months	\$98,830
Professional Development	\$64,578	Total Financial Commitments	\$182,490
Property and Equipment Services	\$238,771		
Salaries & Allowances ⁴	\$152,232		
Trading & Fundraising	\$35,173		
Utilities	\$39,232		
Total Operating Expenditure	\$3,495,581		
Net Operating Surplus/-Deficit	\$139,997		
Asset Acquisitions	\$26,708		

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

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

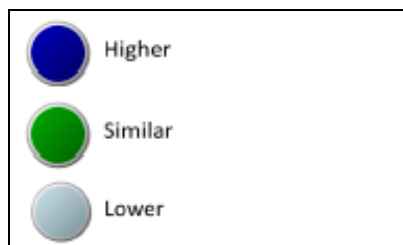


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').