

2020 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 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 24 March 2021 at 11:34 AM by Matthew Bott (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 21 April 2021 at 01:29 PM by Scott Siega (School Council President)

How to read the Annual Report

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.

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.

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)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. 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.

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 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 2020 our enrolment was 358 students (184 females, 174 males), encompassing 15 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 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 communities (PLCs): Prep/Foundation, Year 1/2, Year 3/4 and Year 5/6. In 2020 our workforce comprised of two Principal class officers, a Learning Specialist, nineteen teachers and twelve Education Support Staff (office & integration aides) with a total of 27.0 EFT (Effect Fulltime Staff). There were 10% 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 0.1309.

At Moonee Ponds Primary School we learn with respect, optimism, care and collaboration. Our 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 PLC time together during the school day. The meeting schedule is structured with PLC 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 and Performing Arts, 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.

The past four years has enabled us to build a strong foundation in terms of positive climate for learning, excellence in teaching and learning, professional leadership and community engagement in learning. The school has had significant improvement in terms of the following three high-impact improvement initiatives: building practice excellence, curriculum planning and assessment and building leadership teams. The focus for the next four years is further developing these dimensions with a focus of student learner agency. This will place students at the centre of their learning.

Framework for Improving Student Outcomes (FISO)

The FISO area that MPPS focused on in 2020 was Excellence in Teaching and Learning, Professional Leadership, Positive Climate for Learning & Community Engagement in Learning.

AIP Goal 1- To improve achievement and optimise the learning growth of every student.

In the in the area of Curriculum Planning and Assessment (and Evidence Based High Impact Teaching Strategies) our

focus was to 'Consistently embed the school differentiated approach to curriculum, assessment and instruction with an emphasis on Reading.'

The KIS in the area of Building Practice Excellence (and Evaluating Impact on Learning), the Key Improvement Strategy (KIS) was 'Implement the PLC evidence-based inquiry approach and other FISO supports to collaboratively build staff capacity to embed the differentiated approach'.

In the area of Building leadership Teams (and Instructional Shared Leadership) the KIS was 'Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes.'

AIP Goal 2- To create empowered learners who are actively engaged in and connected to their learning.

The KIS in the area of Curriculum Planning and Assessment (and Empowering Students) was 'Continue to activate student voice, leadership and agency in their learning.'

AIP Goal 3- Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values.

The KIS in the area of Curriculum Planning and Assessment (and Empowering Students) was 'Continue to activate student voice, leadership and agency in their learning.'

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. 2020 was the second year of our School Strategic Plan. Our AIP actions and professional development plans were modified during remote and flexible learning to ensure a clear focus on student and community health and wellbeing, as well as high academic expectations and a continual focus on improving outcomes for students through the PLC.

Achievement

Moonee Ponds Primary School's (MPPS) Victorian Curriculum data (percentage of students at or above age expected standards) in English was consistent to Similar Schools. Maths was also consistent with Similar Schools. Both areas were also higher than the State average (6% in English and 8% in Maths).

Students responded well to self-directed and real life learning tasks during the remote and flexible learning period. In 2021, we plan to incorporate more real life learning into our curriculum.

During remote and flexible learning, staff were able to utilise online resources for content-delivery and assessment, and consequently develop new ways of differentiating for students.

As NAPLAN wasn't conducted in 2020 due to COVID 19 no data was displayed.

As students returned to onsite learning, MPPS continued 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 and as a PLC 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.

Students supported through the Program for Students with Disabilities (PSD) all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. The Education Support Staff (ESS) worked closely with the class teachers and also meet as a Professional Learning Community with leadership to regularly track student progress and develop and implement improvement strategies. Our ESS are also included in whole staff professional learning on FISO as well as our strategic goals. A clear focus on collective efficacy and responsibility ensures that high outcomes for students is the focus of our work together.

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 2020 was around 96-97% across all years levels. The results for 2020 indicated a 6.8 average absence days per student. This is 2.3 days less than Similar Schools and 50% less than the State average.

During remote and flexible learning students checked in with their teachers daily through video conferencing online. Regular wellbeing and engaging fun activities were planned to ensure students felt connected to the school, their class/year level, teachers and fellow classmates during the pandemic.

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 2020 the Attitudes to School survey was not implemented for Year 4, 5 & 6 students due to COVID 19.

Student and staff health and wellbeing was the main priority during remote and flexible learning. Examples of this include, during the first lock down, staff individually connected with students and their parents via phone. Throughout remote and flexible learning students were connecting with their teacher and/or their class daily. Regular wellbeing surveys were provided to families to gauge levels of concern or identify challenges. Regular weekly staff meetings flagged students and families that needed support. Compass Newsfeed was regularly used to share resources to support families during this difficult time with additional support and interventions provided to at-risk students and families.

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 2020 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 and Mindfulness Curriculum across the school, and the Martial Arts Therapy (MAT) program at year 5/6.

MPPS continues to hold '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 2020 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 Softball, Soccer, Lacrosse and Volleyball. The school community raised funds (through holding student and parent activities) for student-based projects with moderate success (due to COVID 19). MPPS received \$8487 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.

For more detailed information regarding our school please visit our website at
<http://www.mpp.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 358 students were enrolled at this school in 2020, 184 female and 174 male.

10 percent of students had English as an additional language and 3 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.

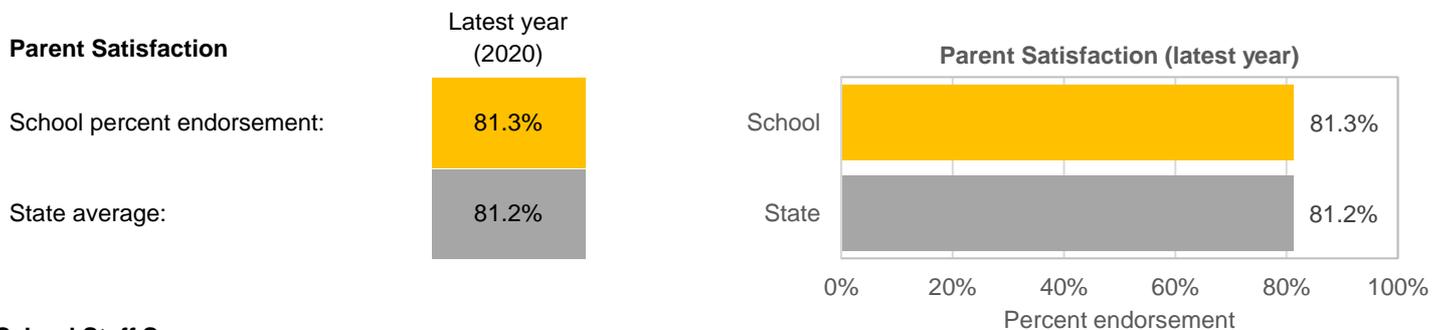
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

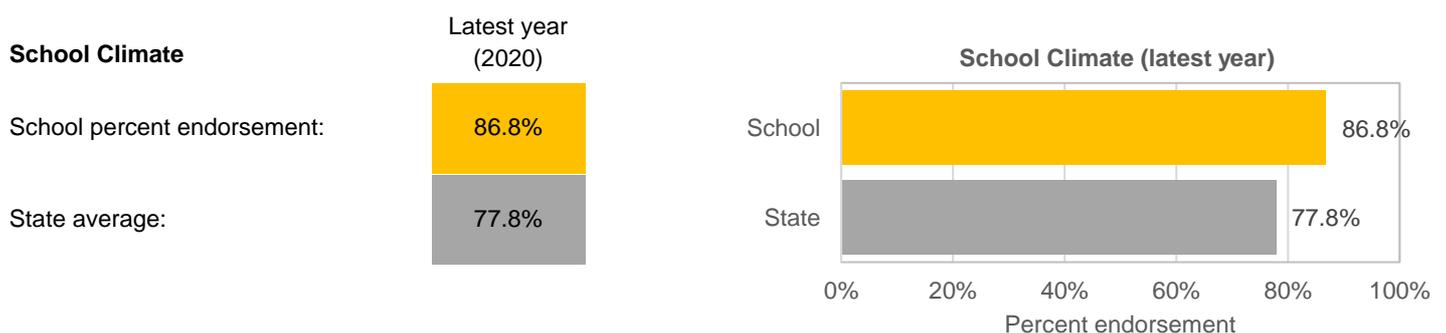


School Staff Survey

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:

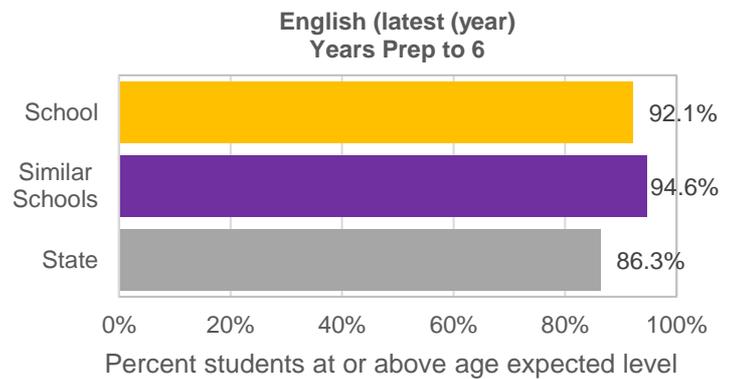
92.1%

Similar Schools average:

94.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

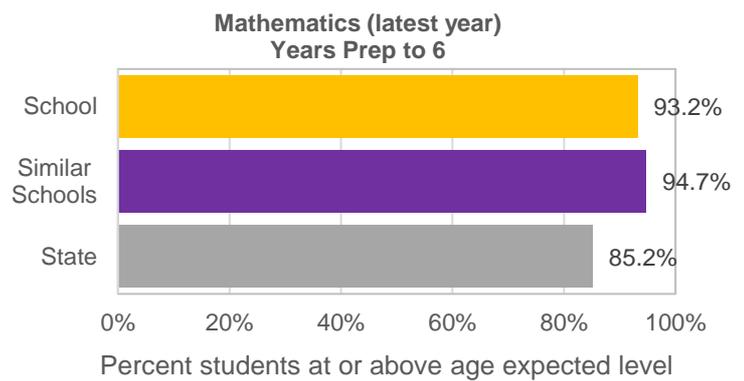
93.2%

Similar Schools average:

94.7%

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

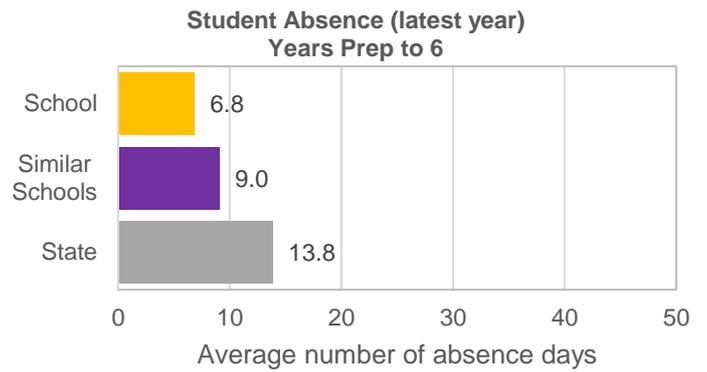
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	6.8	10.6
Similar Schools average:	9.0	12.7
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):	97%	96%	96%	97%	96%	97%	97%

WELLBEING

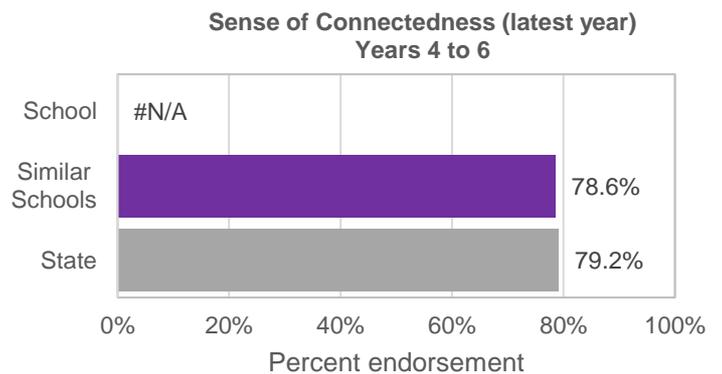
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	77.1%
Similar Schools average:	78.6%	79.0%
State average:	79.2%	81.0%



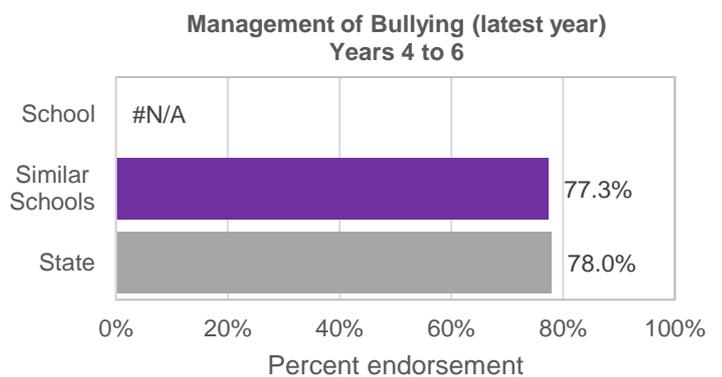
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	82.2%
Similar Schools average:	77.3%	78.1%
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	\$2,780,152
Government Provided DET Grants	\$431,938
Government Grants Commonwealth	\$28,100
Government Grants State	NDA
Revenue Other	\$4,603
Locally Raised Funds	\$203,926
Capital Grants	NDA
Total Operating Revenue	\$3,448,720

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,487
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$8,487

Expenditure	Actual
Student Resource Package ²	\$2,700,683
Adjustments	NDA
Books & Publications	\$698
Camps/Excursions/Activities	\$59,999
Communication Costs	\$7,819
Consumables	\$31,836
Miscellaneous Expense ³	\$25,806
Professional Development	\$10,544
Equipment/Maintenance/Hire	\$42,672
Property Services	\$125,428
Salaries & Allowances ⁴	\$180,359
Support Services	\$16,903
Trading & Fundraising	\$12,302
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$37,710
Total Operating Expenditure	\$3,252,759
Net Operating Surplus/-Deficit	\$195,961
Asset Acquisitions	NDA

- (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

Funds available	Actual
High Yield Investment Account	\$255,392
Official Account	\$19,616
Other Accounts	\$27,921
Total Funds Available	\$302,929

Financial Commitments	Actual
Operating Reserve	\$73,408
Other Recurrent Expenditure	\$913
Provision Accounts	NDA
Funds Received in Advance	\$136,655
School Based Programs	\$7,660
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$6,000
Capital - Buildings/Grounds < 12 months	\$78,300
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$302,937

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.