

2022 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 of the previous calendar year 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 17 March 2023 at 02:01 PM by Matthew Bott (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 02:25 PM by Scott Siega (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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. Established in 1919, the school has a long and proud history. Our students, teachers and parents authentically established our School Mission, Vision and Values which underpin 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 draws students from its local area of Moonee Ponds, Ascot Vale and Brunswick North and West. In 2022 our enrolment was 344 students (164 females, 180 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 a large financial contribution towards the school's capital works project. 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 library and designated Italian/LOTE and visual arts rooms.

Organisationally, the school is structured in professional learning communities (PLCs): Prep/Foundation, Year 1/2, Year 3/4 and Year 5/6. In 2022 our workforce comprised of two Principal class officers, a Learning Specialist, eighteen teachers, two tutors and nine Education Support Staff (office & integration aides) with a total of 24.1 EFT (Effect Fulltime Staff). There were 9% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students in the school. Our overall socioeconomic profile (based on SFOE) represents a "low" level of socio-educational disadvantage with an SFOE index of 0.1141

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 Integrated Studies units of work. Our philosophy is based around each student performing at their personal best in all areas of the curriculum. We celebrate participation and reward excellence in all endeavours. We commit to maximising the learning growth of every child.

2022 was the final year of our School Strategic Plan. 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. Our current strategic plan is based around the Framework of Improving Student Outcomes 2.0. The focus for our current strategic plan is further developing the domains of teaching and learning, assessment, engagement, and support and resources, with a focus of student learner agency. This will place students at the centre of their learning with improved learning and wellbeing outcomes.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Moonee Ponds Primary School continued to prioritise the learning growth of every student with an emphasis on reading. There was a continued focus on the effective implementation of professional learning communities (PLC) approach based around and responsive to the needs of our students.

The Victorian Curriculum data (percentage of students at or above age expected standards) in English and Mathematics was above the state average and consistent with similar schools. In English, MPPS was 92.8% where similar schools were 94.8%. In Mathematics, MPPS was 95.4% where similar schools were 94.7%.

The NAPLAN data reflects consistently strong results and also mirrors our strategic plan focus on teaching and learning of reading. In year 3, 82.4% of students were assessed in the top 3 bands for reading and 73.5% for numeracy. In year 5, 84.7% of students

are in the top 3 bands for reading and 64.4% for numeracy. This data is below that of similar schools but above the state average. Increasing the number of students in the top 3 bands continues to be a priority moving forward.

Returning to onsite learning for the whole year following two years of interrupted learning, MPPS continued to focus on identifying the individual learning needs of all students, ensuring that all students experienced success and worked towards students achieving greater than expected growth. Improved student growth outcomes were 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 continued to 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 were also included in whole staff professional learning on FISO as well as our strategic goals. A clear focus on collective efficacy and responsibility ensured that high outcomes for students was 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. In our new Strategic Plan we will also continue the work on student voice, particularly the focus on student goal setting (agency in learning), and authentic purpose across the curriculum, including the use of real-world problems and problem-based learning in maths. 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.

Wellbeing

At Moonee Ponds Primary School we continue to actively promote wellbeing as a fundamental priority for students, staff and the wider community.

In 2022 the Attitudes to School survey was implemented for Year 4, 5 & 6 students in term 2. The wellbeing data was above both state and similar schools. Student data around the sense of connectedness was at 79.3% endorsement, with similar schools at 75.9%. the percent endorsement of managing bullying was 77.9% compared to similar schools at 74.0%.

Student and staff health and wellbeing continued to be a main priority as we resumed onsite learning. A priority was supporting students with developing their stamina, skills and strategies for managing their sense of self, their connections to each other and the wider school community, and their engagement with their learning. We continued regular wellbeing check ins with students and families to gauge levels of concern or identify challenges. The Compass Newsfeed was regularly used to share resources in response to the needs of the community while transitioning back to onsite learning with considerable COVID challenges still lingering (particularly at the start of the year).

In 2022 a focus of the school was again 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 MPPS Establishment program, Rights, Resilience and Respectful Relationships program and Mindfulness Curriculum across the school. 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 were explicitly planned to build MPPS as a collaborative learning community. 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. There is a shared commitment to ensure a safe, caring and nurturing environment.

Engagement

Attendance at MPPS in 2022 was around 90-92% across all year levels. The results for 2022 indicated an 18.3 average absence days per student. This is 1.4 days less than Similar Schools and 5 days less than the State average.

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 includes the instrumental music program shared with three other neighbouring schools. We build leadership capacity in students through an active Student Representative Council, Green Team (student environmental group) and sport leaders. 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 3-6. 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. This included all students using/accessing the Office 365 programs, Webex for video conferencing and online programs such as Reading Eggs, Mathletics & PM eCollection.

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 18 months above and 12 months 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.

Financial performance

Overall, in 2022 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, volleyball, athletics, Bowls, gymnastics, AFL, basketball, hockey and tennis. The school community raised funds (through holding student and parent activities) for student-based projects with moderate success (due to COVID 19). MPPS received \$7473 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 the expected level of achievement. The School Council also contributed funds (\$465 000) for the Victorian School Building Authority Capital Works project to upgrade and modernism Blocks A, B, C and D.

All funds are allocated to support the best educational outcomes for our students and our learning community.

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 2.0 (FISO 2.0).

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 344 students were enrolled at this school in 2022, 164 female and 180 male.

9 percent of students had English as an additional language and 1 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).

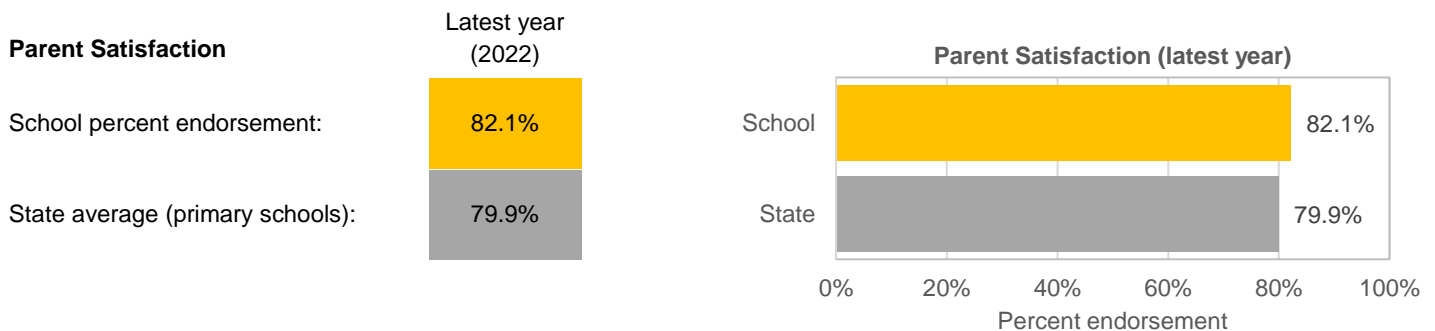
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

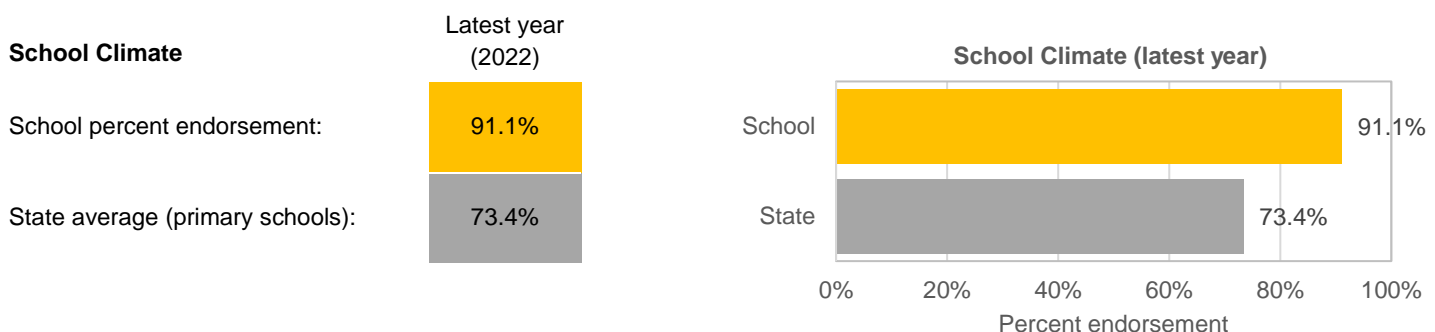


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

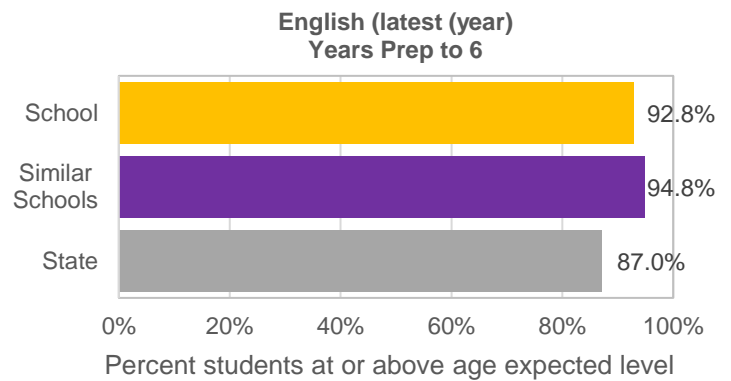
92.8%

Similar Schools average:

94.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

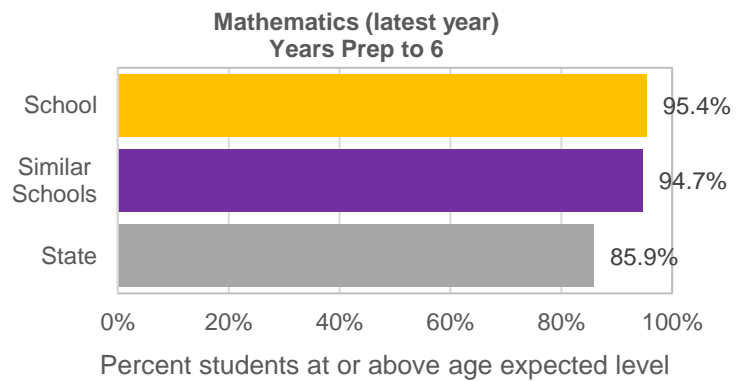
95.4%

Similar Schools average:

94.7%

State average:

85.9%



LEARNING (continued)

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.

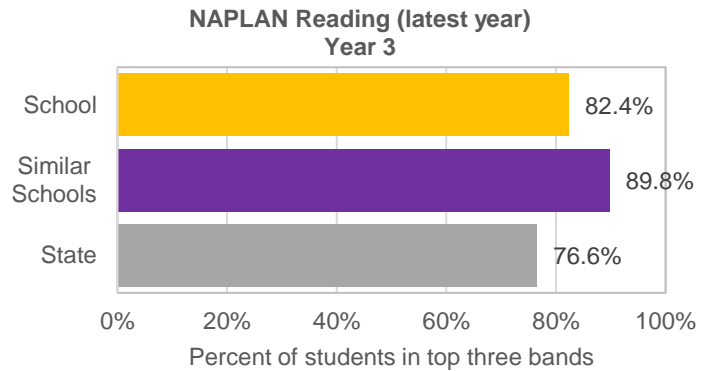
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

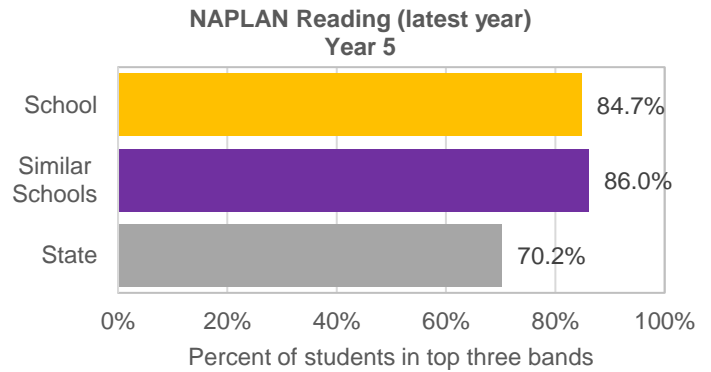
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.4%	83.2%
Similar Schools average:	89.8%	89.2%
State average:	76.6%	76.6%



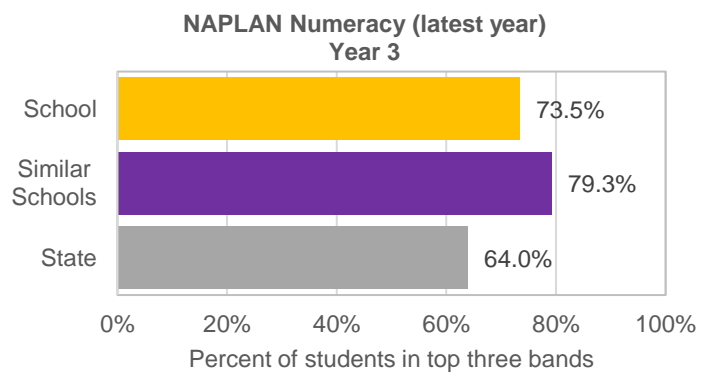
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.7%	81.6%
Similar Schools average:	86.0%	84.7%
State average:	70.2%	69.5%



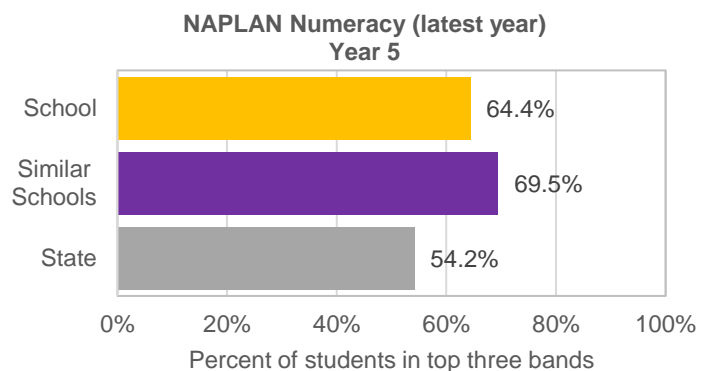
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.5%	76.7%
Similar Schools average:	79.3%	82.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.4%	69.1%
Similar Schools average:	69.5%	74.7%
State average:	54.2%	58.8%



WELLBEING

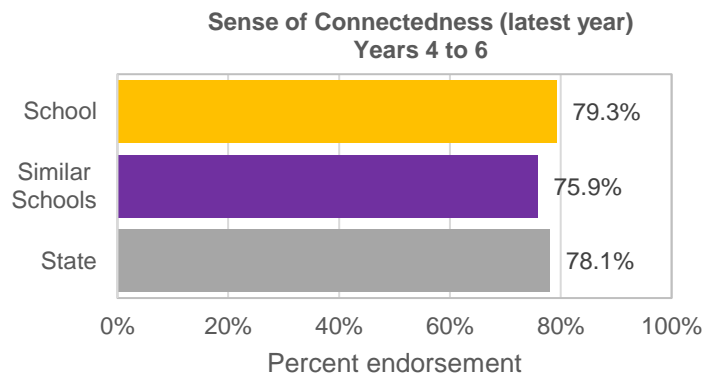
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.3%	79.3%
Similar Schools average:	75.9%	77.4%
State average:	78.1%	79.5%

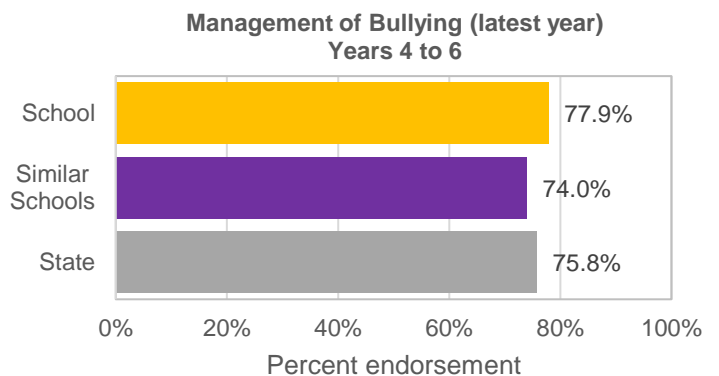


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	77.9%	78.3%
Similar Schools average:	74.0%	76.8%
State average:	75.8%	78.3%



ENGAGEMENT

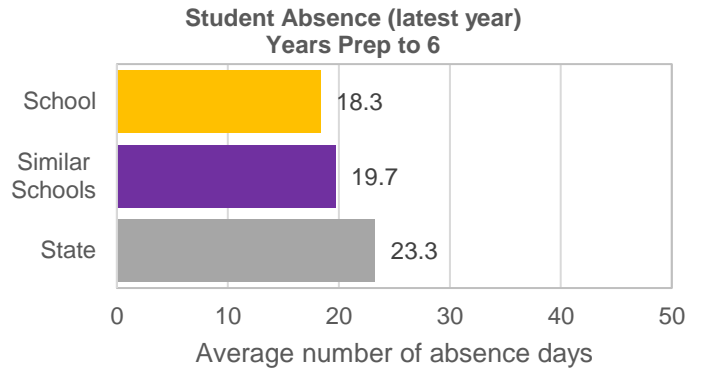
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.3	11.3
Similar Schools average:	19.7	13.2
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	89%	92%	92%	90%	91%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,908,599
Government Provided DET Grants	\$397,626
Government Grants Commonwealth	\$16,355
Government Grants State	\$0
Revenue Other	\$145,206
Locally Raised Funds	\$389,843
Capital Grants	\$0
Total Operating Revenue	\$3,857,629

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,473
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,473

Expenditure	Actual
Student Resource Package ²	\$2,882,156
Adjustments	\$0
Books & Publications	\$2,052
Camps/Excursions/Activities	\$178,497
Communication Costs	\$10,988
Consumables	\$47,023
Miscellaneous Expense ³	\$497,264
Professional Development	\$4,691
Equipment/Maintenance/Hire	\$51,345
Property Services	\$131,503
Salaries & Allowances ⁴	\$362,672
Support Services	\$44,882
Trading & Fundraising	\$28,055
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,691
Total Operating Expenditure	\$4,279,821
Net Operating Surplus/-Deficit	(\$422,192)
Asset Acquisitions	\$16,950

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$47,061
Official Account	\$23,031
Other Accounts	\$38,475
Total Funds Available	\$108,567

Financial Commitments	Actual
Operating Reserve	\$108,567
Other Recurrent Expenditure	\$3,919
Provision Accounts	\$0
Funds Received in Advance	\$81,964
School Based Programs	\$0
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$194,450

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.