

# 2016 Annual Report to the School Community



School Name: Moonee Ponds West Primary School

School Number: 2901



Name of School Principal:	Jeff Lyon
Name of School Council President:	Louise Evans
Date of Endorsement:	18 April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Moonee Ponds West Primary school is a co-educational P-6 school located in the quiet residential area of Moonee Ponds in Melbourne's inner north-western suburbs. The school provides primary education for families in the suburb of Moonee Ponds and draws students from surrounding neighbouring areas. The school, established in 1888, has a 129 year history with the Library and Hall buildings considered to be of significant historical interest to the National Trust. The school is well respected within the community and the demand for student places often exceeds those available.

The current enrolment of the school is 564.6 students. In 2017 the staff consists of two Principal Class Officers, thirty four teaching staff, 28.79 FTE, including one substantive leading teacher and one acting leading teacher, six specialist teachers and twenty one Education Support (ES) staff, 12.56 FTE. The Student Family Occupation & Education Index (SFOE) remains stable and is currently 0.17 (2017 State Median 0.44).

The school currently operates in P/1, 1/2, 2/3, 3/4, 5/6 teams and students work in multi-age settings, using flexible grouping arrangements allowing for differentiation of students' needs. Specialist programs supporting the improvement of student learning outcomes include: Physical Education (PE), Creative Arts, Language (a Japanese immersion program), Hall (Developmental Play) and Learning Support.

The school takes pride in its community focus, endeavouring to provide a challenging and rewarding education responsive to the needs of all students enrolled.

A gymnasium caters for a variety of indoor sports and includes a performance stage. There are also music and performance spaces as well as an upstairs community room.

The school grounds offer active and passive areas for student play, two adventure playgrounds, a synthetic oval with running track and athletics sandpit, football and soccer fields as well as a courtyard, centenary garden and an amphitheatre providing many areas for learning and social interaction. The school has an open gate policy that encourages community groups and families to use the school buildings and grounds out of school hours. Parents, staff and students contribute to many areas of the school and considerable work on the facilities and physical environment of the school throughout the review period has resulted in an attractive, welcoming environment.

The school and all classrooms have access to a range of Information Communications Technology (ICT) such as iPads, interactive whiteboards, and computers to augment student learning & wellbeing.

Students participate enthusiastically in a range of extra-curricular opportunities providing engaging programs for students. Enrichment programs include sport (swimming, interschool sporting events, team competition); an extensive camping program and excursions; a bi-annual Japanese tour, Schools Spectacular, Count Us In, Chess Club and Tournament of the Minds. The Moonee Vale Instrumental Music Program (MVIMP) offers music tuition for students, and Soundgarage, the senior and junior choirs together with band make up other musical opportunities for students at the school.

Moonee Ponds West recognises that families are important partners in supporting the education achievement and wellbeing of our students. Parents play a critical role in providing learning opportunities at home and in linking what students learn at school with what happens elsewhere. We seek to engage families in the education of their children and the life of the school community through timely and relevant information about teaching and learning at Moonee Ponds West and opportunities to participate in classroom and school activities.

### Framework for Improving Student Outcomes (FISO)

The school's Improvement Initiatives are Building Practice Excellence and Empowering students and Building School Pride.

The Key Improvement Strategies are:

- Identify, consolidate and embed a whole school pedagogy and learning framework which is articulated by an agreed language and consistent day to day practices
- Continue to improve and refine differentiated approaches to teaching and learning – the way the school extends and supports all students' learning and achievement
- Develop strategies to extend higher achieving students and improve performance in the top two bands of NAPLAN
- Further develop moderation schedule and practices to ensure that teacher judgments are consistent across all levels
- Continue to build the capability of teachers and leaders through development of their capacity to embed in their practice a repertoire of knowledge and skills
- Evaluate, review and develop curriculum programs to engage all students in their learning
- Build staff professionalism, collegiality and trust in colleagues
- Further develop the comprehensive, school wide approach for social and emotional wellbeing.
- Increase opportunities and involvement for student voice and participation in student decision-making and goal setting
- Improve communication within the school and between the school and community
- Further enhance and build the culture of the school

Action Teams, including in Student Wellbeing & Engagement, Inquiry, English, Mathematics and Communication continue to progress their working toward the school's Improvement Initiatives via detailed Action Plans.

## Achievement

Our school's improvement focus is on optimising the education and wellbeing for every student whilst maintaining the breadth and depth of curriculum programs. It is pleasing that results in student learning are well above the median when compared to all Victorian government schools.

In 2016 our combined teacher and national testing results are both at a lower and similar level to other schools taking into account the background characteristics of students known to make a difference. NAPLAN learning gain was high in reading and writing. All teachers have been working as a part of Action Team structure to develop a range of teaching and learning strategies specific to the needs of each student.

In 2017 a comprehensive assessment schedule emphasizes the use of school and student data to inform teaching and learning.

An improvement focus is on assessment and moderation of teachers' judgment of student achievement, and coaching of teachers in English and Mathematics. Coaching in English and Mathematics will continue in 2017 with a continued focus in numeracy on differentiating the curriculum to cater for individual student needs, measurement, geometry and problem solving.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

## Engagement

The school values of respect, honesty and integrity, persistence, rights and responsibilities, freedom, inclusiveness, creativity and community continue to be lived through day-to-day school life. In 2016, the results of the Year 5/6 Attitudes to School Survey showed we were of a similar level to other schools taking into account the background characteristics of students known to make a difference. Responsible decision making with clear rights and responsibilities and student leadership opportunities are promoted throughout all classrooms and across the wider school community. Our Junior School Council promotes a focus on social awareness, supports student voice and encourages leadership development. In 2017, we will continue to focus on a unit of work called Learning to Learn. This unit is designed to build a productive and inclusive learning community for all students. A continued emphasis on student interests and 'just in time' learning are at the core of learning and engagement at our school.

## Wellbeing



Our school has a strong transition program which assists and supports students to move between the various stages of schooling. Prior to enrolment families take part in a tour of the school. The Prep Transition Program supports children and families to feel welcome and part of the school community. This program involves extensive kindergarten contact, an Orientation Program for pre-school children and family support provided by the Community Partnerships group. A range of parent education sessions are organized throughout the year by this group to support families in understanding how to best support their child's education. To support movement between year levels there are a number of specific programs in place such as the Buddy Program, Two Transition days and multi-age curriculum such as multi-age workshops. Feedback on these initiatives will be incorporated into the plans for the remainder of 2017. Our primary to secondary transition has an emphasis on students being prepared to take responsibility for their own learning, organisation and time management. Students and families are well supported during the transition process with information evenings and a Secondary School Expo. In 2017 these events will include Year 5 students. Detailed transition forms about each student are shared with the secondary colleges.

For more detailed information regarding our school please visit our website at [www.mooneewestps.vic.edu.au](http://www.mooneewestps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

### School Profile

#### Enrolment Profile

A total of 562 students were enrolled at this school in 2016, 272 female and 290 male. There were 11% of EAL (English as an Additional Language) students and < 10% 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

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher judgment of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Lower</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Lower</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Lower</p> <p> Similar</p>

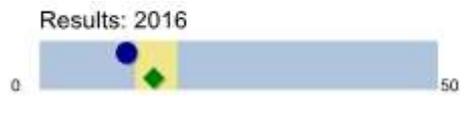
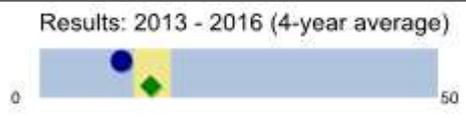
## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>45%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>51%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>32%</td> <td>48%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>45%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>41%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	45%	36%	Numeracy	27%	51%	22%	Writing	20%	32%	48%	Spelling	22%	45%	33%	Grammar and Punctuation	36%	41%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="555 840 1043 936"> <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>94 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	95 %	94 %	94 %	95 %	96 %	<p><b>Results: 2016</b></p>  <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>  <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	95 %	94 %	94 %	95 %	96 %										

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

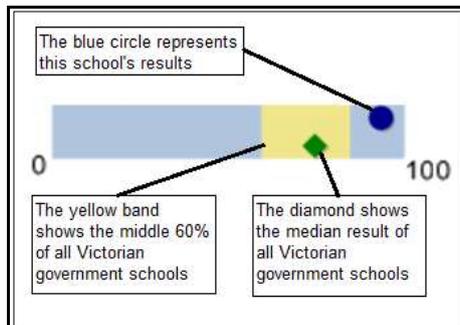
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

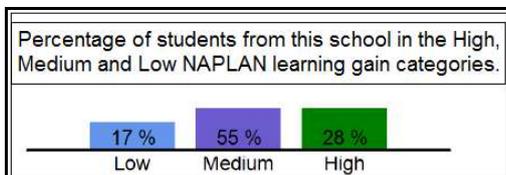
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

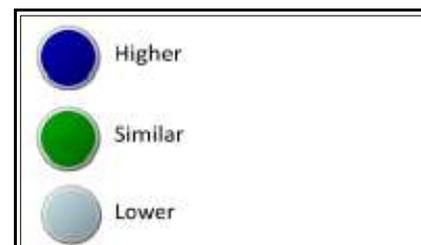
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide Data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,084,006	High Yield Investment Account	\$319,857
Government Provided DET Grants	\$384,216	Official Account	\$21,842
Government Grants Commonwealth	\$56,870	Other Accounts	\$285,674
Revenue Other	\$29,553	<b>Total Funds Available</b>	<b>\$627,373</b>
Locally Raised Funds	\$471,090		
<b>Total Operating Revenue</b>	<b>\$5,025,734</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$3,970,880	Operating Reserve	\$140,704
Books & Publications	\$18,199	Asset/Equipment Replacement < 12 months	\$80,000
Communication Costs	\$9,399	Capital - Buildings/Grounds incl SMS<12 months	\$91,003
Consumables	\$87,702	Maintenance - Buildings/Grounds incl SMS<12 months	\$172,508
Miscellaneous Expense	\$497,661	Revenue Received in Advance	\$13,834
Professional Development	\$7,401	School Based Programs	\$52,324
Property and Equipment Services	\$250,815	Other recurrent expenditure	\$18,000
Salaries & Allowances	\$12,878	Asset/Equipment Replacement > 12 months	\$12,000
Trading & Fundraising	\$15,277	Capital - Buildings/Grounds incl SMS>12 months	\$35,000
Utilities	\$35,510	<b>Total Financial Commitments</b>	<b>\$615,373</b>
<b>Total Operating Expenditure</b>	<b>\$4,905,722</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$120,012</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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.*

### Financial Performance and Position Commentary

Moonee Ponds West continued to maintain a sound financial position during 2016. At Moonee Ponds West, the Finance Sub Committee (Resources) provides rigorous financial oversight of locally raised funds to ensure that the program provision and facilities are resourced for continued improvement. During 2016, projects that were completed included the installation of evaporative cooling in our gym, provision of interactive screens and additional CCTV camera's. In 2017,



we will be installing Aqua Bubblers for our students – replacing the existing drinking fountains with funds raised by our dedicated Fundraising group.