

2020 Annual Report to The School Community



School Name: Moomba Park Primary School (4876)



- 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 21 April 2021 at 09:58 AM by Maria Marchionna (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 30 April 2021 at 03:46 PM by Kasey Hanrahan (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

Moomba Park Primary School is situated in the suburb of Fawkner and has a proud history of serving the local community since 1961. Our vision is to empower resilient, creative and successful young people who strive for personal excellence and positively contribute to the world. We provide an inclusive, supportive and engaging learning environment for our school community in which students are inspired to become resilient lifelong learners. Our school values are: Respect, Resilience, Caring and Support, Learning and Positive Attitude and our school Motto is Our Best Always. At Moomba Park we are fortunate to have an extremely positive parent community who work in partnership with the school to support student learning. The school community is very diverse. Families come from many cultures and varying socio-economic backgrounds. This blend is one of our greatest assets.

As a community, we continuously work together to improve the learning of all students by targeting the diverse academic and social needs. The school improvement strategy continues to emphasize improving learning standards of all students through explicit instruction, activity based learning, investigation and inquiry. As a school with a growing student population, Moomba Park offers a range of specialist subjects that support the core classroom curriculum. The school offers an extended transition program called Steps to Prep to support the smooth transition of Kinder students into Prep. To support the language development and learning behaviours of our P-2 students, the school offers an evidenced based curriculum called Investigations. Our weekly specialist lessons includes Physical Education, Music and Art/Italian (Content Language Integrated Learning) and STEAM stands for Science, Technology, Engineering, Arts and Maths. We also offer a comprehensive, onsite swimming program and camp program. Digital Technologies are used in all classrooms and integrated across all subjects through the use of Notebook computers and iPads.

The school has an equivalent of 19 full time Teachers, 2 Principal Class staff, 2 Learning Specialists (P-2 & 3-6) 1 Leading teacher (STEAM/Digital Technologies), 4 Education Support Staff and 3 Office Administration Staff. Teachers work collaboratively in Professional Learning Teams (PLTs) to plan targeted instruction within the Victorian Curriculum context. The PLTs are grouped accordingly: Prep, Grade 1/2, Grade 3/4, Grade 5/6, Specialists and are supported by a Literacy coach. This facilitates developmental teaching and learning growth. Teachers also work in Professional Learning Communities (PLCs). Professional learning communities are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes. Our Learning Specialists lead both Professional Learning Teams and Communities.

The school buildings grounds include newly furnished and spacious classrooms, various teaching and learning spaces, library, music room, art room, large hall, heated indoor pool, large oval, garden spaces, basketball/netball courts, extensive playground-covered by shade sails and a school canteen. We are fortunate to have an active Parents group that meet regularly to organise and support school events.

Framework for Improving Student Outcomes (FISO)

Moomba Park Primary School's FISO initiatives for 2020 were:

Excellence in teaching and learning - Curriculum planning and assessment, Building Practice Excellence and Embed a culture of team collaboration, feedback and reflection to build practice excellence

The key goal was to improve the student outcomes for numeracy focusing on the continued implementation of the PLC improvement cycle, formative assessment strategies, curriculum knowledge and building student voice and agency. Teachers undertook extensive professional learning in the area of Numeracy Curriculum using the Numeracy Portal conducted during a Curriculum day and weekly professional learning sessions. They developed continua of numeracy strategies while developing units of work and continued to build on their formative assessment practices by linking students to clear goals.

During Remote Learning, teachers continued to collaborate daily in PLCs using student data to inform teaching and learning. During this time, the priority was focused on delivering accessible learning to students at home and moved away from the PLC inquiry cycle. Remote learning was a catalyst for innovation. Teachers investigated, collaborated and implemented a wide range of digital learning platforms to support student's learning from home. These included: Google Classroom, WebEx, Padlet, Canva, Clickview, Mathletics, ActiveLearn and Sunshine online. Early adopters brought along their teams by trialling and modelling the use of these tools so that all staff had the opportunity to build highly proficient skills. Teachers used data and moderation to identify specific students goals so that while working from home their learning continued to be highly differentiated and targeted. Students received specific work to their goals in their weekly learning packs.

Leaders and teachers undertook Bastow professional learning focussed on the new evidence based approach which includes a revised lesson structure of Introduction, Explore and Discuss, students as active learners, advice on unit planning and Assessment tools.

Wellbeing - Empowering Students and Building School Pride and Positive Climate for learning

The key goal was to improve student wellbeing through the development of social competencies, resilience, self-esteem and mutual respect through PLC inquiries and implemented classroom practices using the HITs and formative assessment strategies. Teachers continued the partnership with the Visible Wellbeing team through professional learning during Curriculum days. This continued to build on the framework to consolidate existing wellbeing practices. The Specialist PLC continued to conduct inquiries on student voice and agency in the classroom with a focus on embedding formative assessment data. This included the implementation of exit tickets and reflection tools to build the metacognition of the students and their learning. During remote learning, teachers maintained social and emotional connections with students and families by daily WebEx student meetings, daily check ins with families and focus children. This included regular updates on student progress. The school admin, teaching and leadership provided a high level of daily support for families use of digital tools and platforms. This included phone calls, home visits and the roll out of approximately 100 computers to families. Communication was vital during this period and the support of the communities wellbeing. Frequently the school provided information about support networks and agencies that families could access to help them through this time.

Building communities - Parent's and carer's as partners

During remote learning and on return to school, we continued to provide a high level of communication on operation changes through out the year and in online surveys families provided feedback on the direction of remote learning programs. The school continued to remain connected through conducting online assemblies each week in which student's had opportunities to share their work and see their friends. On return to school, we continued to support the transition for students and their parents through modified reports, learning portfolios and parent-teacher meetings.

Achievement

All students funded under the Program for students with a disability continued to have Individual learning plans (ILPs), Student support group meetings, and daily support from Education support or therapists during online meetings. These students made gains as measured against their ILP goals.

During remote learning the vast majority of students responded well to the online learning environment and the teaching and learning packs provided by teachers. With school support, families engaged with the online tools and worked very hard to support their children often under trying circumstances (e.g. working from home themselves or little digital knowledge). The progress of students was monitored using formative assessment tools and on return to school Progressive Assessment Tests (PAT) were undertaken. The PAT results indicated that most children had made progress from the previous year in Reading and Maths. Along with formative assessment data, moderation of work samples and the PAT data informed teacher judgements. These indicated that for 75.1% of students were working at or above the expected level in English which was the same as similar schools. In Mathematics 79.9% of students were working at or above the expected level which was higher than similar schools and just under the state average. Naplan

was not conducted in 2020.

Engagement

School attendance data for 2020 reveals that the average student attendance rate for each year level was above 90%. We acknowledge that there are a number of long term absences within our data. The average days absent was 16.7 for 2020 which is lower than similar schools.

Our leadership coordinated and supported classroom teachers in the implementation of a whole school approach aimed at increasing student attendance and connectedness to school. This was particularly important during remote learning to engage all students in the online environment and through daily contact. This also continued the implementation of various school wide practices that involve students with the ongoing opportunity to have a voice in their learning and environment.

Throughout 2020 opportunities continued to be provided to build teachers' capacity to develop strong relationships and engage students in their learning. A whole school focus on building visible wellbeing of our students through the teaching of building relationships, mindfulness, character strengths, personal awareness and attention to others.

We continued to work collaboratively with Fawkner schools and Merri Health on the Ready, Set, Prep initiative, continuing a focus on implementing an approach that will provide avenues of keeping parents informed about education in Australia, school readiness, inclusion, student learning and progress through ongoing communication. This promoted higher levels of engagement, connectedness and achievement for students aided by greater support from parents and teachers. The school's proactive attendance policy will support parents, students and teachers to work together towards greater engagement and success in schooling. The Steps to Prep program was successfully implemented in Term 4 on return to school to support the transition of future foundation students.

On return to school, teachers continued to develop a broad range of reflection and feedback strategies, using a Restorative Practices approach that attain insights at a personal, group or whole class level. The focus on student wellbeing included a use of circle time to check in with the student's emotional and social responses to transitioning to face to face teaching.

Wellbeing

In 2020 the Student's attitudes to school survey was not conducted, however at MPPS we conducted Pivot surveys in all classrooms. The Pivot survey asks students a range of questions against the teacher professional standards. These surveys indicated that most students were engaged in their classrooms and that their teachers were supporting their learning. It is noted that an area of improvement was student voice and agency which continues to be a school priority.

The year began with our Learning Framework in which classrooms build engagement, rapport and wellbeing with each other through revisiting our school values, circle time, rights and responsibilities, character strengths, resilience program and classroom routines.

Due to the significant number of students with PSD (Program for Students with a Disability) funding, both Intellectual Disability and Autism Spectrum Disorder, the school used the available resources strategically to support learning, engagement and wellbeing. Students funded for an Intellectual Disability were supported with Education Support Staff that worked rigorously and collaboratively with teachers, parents and students to achieve great outcomes by setting specific learning and behaviour goals, teaching strategies, acknowledging and celebrating successes and then reviewing outcomes.

In 2020 the school continued with its unique and highly successful approach to the ISP (Inclusion Support Program) for students with ASD (Autism Spectrum Disorder). Data indicates a significant improvement in student learning achievement and overall inclusion. This is due to the unique path the school has taken in conjunction with our main external consultants and DET. PSD funding along with a portion of equity funding has been used strategically to

support students so that they are able to work towards reaching their full learning and social/emotional potential.

In 2020 teachers at Moomba Park will continue to develop an understanding of each of their students so that relationships are enhanced. For many this takes place through structured consultation. The learning will be personalized, acknowledged and celebrated so that every child experiences success. We continue to be involved in the Visible Wellbeing Initiative giving the school a framework under which will encompass all our wellbeing practices.

Financial performance and position

At the end of 2020 Student Resource Package was in surplus to the amount of \$160,487. As Moomba Park Primary School has a history of fluctuating enrolment numbers and our longstanding inclusive culture, we have a high proportion of students with additional needs that are not funded. A surplus is needed to manage these potential changes and ensure our students have what they need to access the curriculum.

Moomba Park Primary School has a historical partnership with Autism Partnerships Australia (APA) where they provide expertise and therapists to work with some of our funded students on the autism spectrum. This is an extraordinary but recurring annual financial commitment from our PSD funding.

For more detailed information regarding our school please visit our website at
<https://moombaparkps.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 248 students were enrolled at this school in 2020, 104 female and 144 male.

65 percent of students had English as an additional language and 2 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.

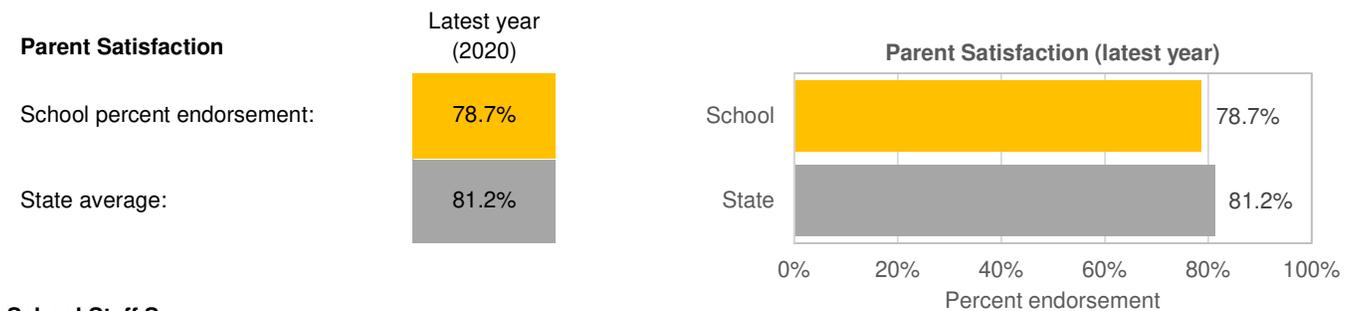
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

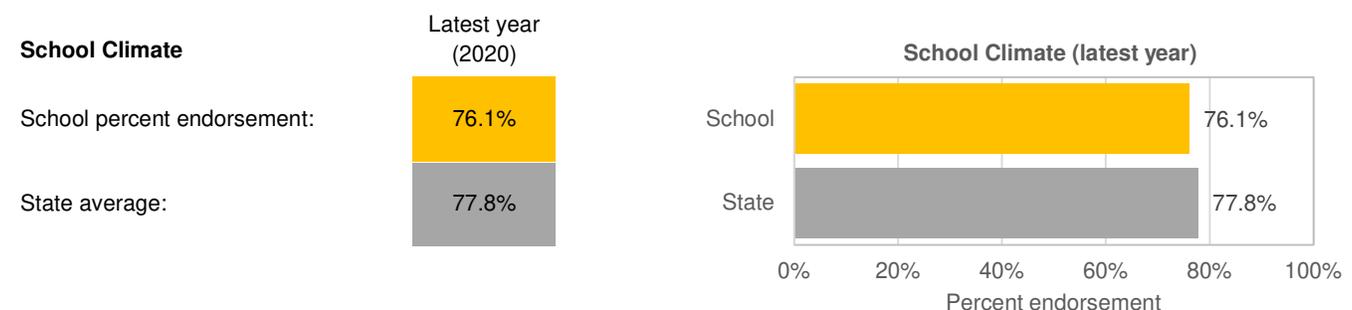


School Staff Survey

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:

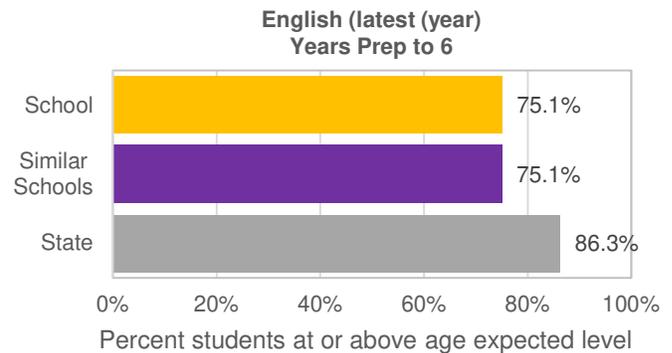
75.1%

Similar Schools average:

75.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

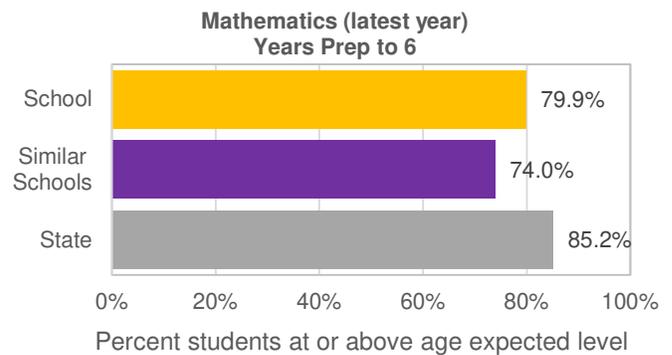
79.9%

Similar Schools average:

74.0%

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

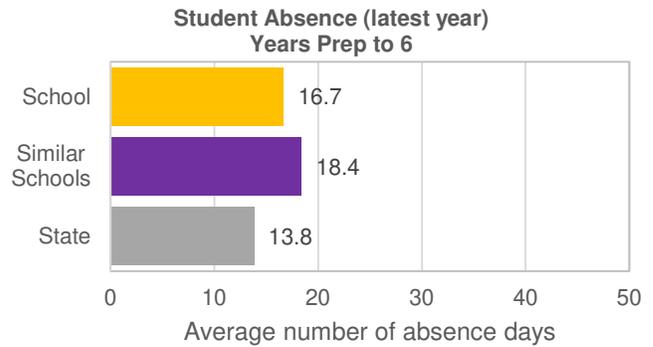
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	16.7	20.5
Similar Schools average:	18.4	17.7
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):	93%	91%	91%	92%	90%	91%	91%

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.*

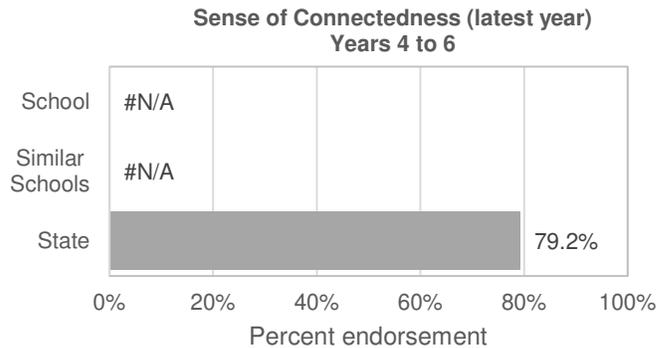
Student Attitudes to School – Sense of Connectedness

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	74.3%
Similar Schools average:	NDP	84.8%
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.

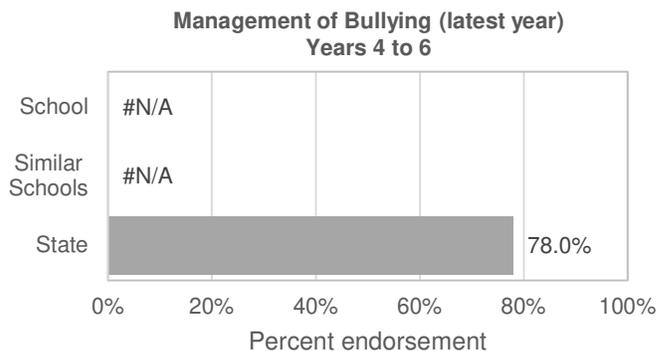
Student Attitudes to School – Management of Bullying

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	76.8%
Similar Schools average:	NDP	82.7%
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	\$2,808,911
Government Provided DET Grants	\$1,418,537
Government Grants Commonwealth	NDA
Government Grants State	\$233
Revenue Other	\$3,001
Locally Raised Funds	\$64,723
Capital Grants	NDA
Total Operating Revenue	\$4,295,406

Equity ¹	Actual
Equity (Social Disadvantage)	\$522,889
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$522,889

Expenditure	Actual
Student Resource Package ²	\$2,659,670
Adjustments	NDA
Books & Publications	\$8,067
Camps/Excursions/Activities	\$7,221
Communication Costs	\$6,781
Consumables	\$60,977
Miscellaneous Expense ³	\$23,728
Professional Development	\$21,337
Equipment/Maintenance/Hire	\$46,245
Property Services	\$80,800
Salaries & Allowances ⁴	\$150,631
Support Services	\$996,177
Trading & Fundraising	\$17,859
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$30,574
Total Operating Expenditure	\$4,110,068
Net Operating Surplus/-Deficit	\$185,338
Asset Acquisitions	\$155,080

- (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	\$315,157
Official Account	\$10,058
Other Accounts	NDA
Total Funds Available	\$325,216

Financial Commitments	Actual
Operating Reserve	\$233,199
Other Recurrent Expenditure	NDA
Provision Accounts	\$19,693
Funds Received in Advance	\$36,055
School Based Programs	\$40,641
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
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	\$329,588

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.