2016 Annual Report to the School Community

School Name: Melton West Primary School

School Number: 5036

Name of School Principal:	Michelle Costa
Name of School Council President:	Janet Young
Date of Endorsement:	27th March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 framwork 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

Melton West Primary School is located in the city of Melton, 44 km from the CBD, on the outer fringe of the Western Metropolitan area. Melton is a fast growing community, with families continuing to enroll from housing estates in the north and northwest of the school. The school is in close proximity to two local Secondary Colleges, with which we have strong links. We are also within walking distance to the Melton Waves Pool and the newly refurbished Woodgrove Shopping Centre. We have easy access to buses as part of the public transport system.

Melton West Primary School caters for students from a wide range of cultural backgrounds, including 6% of children from an Indigenous background and 28% of children had English as an Additional Language. It had an enrolment of 611 students at the beginning of the 2016 school year, with 311 females and 300 males. 2016 was a stable year in terms of overall enrolments, steadying out for the second year in a row, however we still have a large turnover of students. Current projection expects the school to continue to grow over the coming years, however with the introduction of directing new enrolments to their local school, this may not occur. We have a large number of families, approximately 70%, who are eligible for a Health Care Card or Pension Card, which puts the school in the low band of socio-economic profile.

As a school we are collectively striving to provide a safe and supportive learning environment for all students to achieve their full potential. We do this through an engaging and inclusive curriculum, with high expectations of students as individual learners and thinkers, who become valued members of the wider community. Our motto is: **M**oving forward **W**ith the **P**assion to **S**ucceed and our values are Communication, Respect, Teamwork and Trust all working together to form Positive Relationships with all. We have continued to develop a culture of high expectations across the school.

The school prides itself on how they work as a Professional Learning Community and is made up of Professional Learning Teams of Prep classes and composite 1/2, 3/4 and 5/6 classes. Each team is led by a Team Leader, who is also Teaching and Learning Coach, responsible for coaching their team members. The Team Leaders are intensively supported by the Assistant Principal allocated to their team and external Literacy and Numeracy Consultants. The Team Leaders' teaching experience range from 4 years to 15 years. We offer a comprehensive curriculum, including the specialist subjects of Science, Physical Education and Art. Indonesian was taught to all children in Years 1 and 2 and the local Indigenous language, WoiWurrung, was introduced to our Prep Students. We acknowledge the traditional owners of the land at our assemblies and celebrate key events such as Apology Day and Harmony Day. We recognise that all cultures represented at Melton West PS are unique and are celebrated through our Inquiry units of work.

This school has 59.81 equivalent full-time staff: 3 Principal class, 38.8 teachers and 18.01 Education Support Staff, including a full time Speech Pathologist and Social Worker and a 0.6 EFT Community Engagement Officer, 3 ES staff working a combine 2.07 EFT as Literacy Support and an ES staff member supporting students through Social Skill Development.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence involved:
a) All teams referring to Classroom Instruction That Works and selecting a High Probability Strategy to focus on each term;
b) All teams regularly refining assessment practices through development of Common Assessment Tasks in English and Maths;
c) Action Research Team in 3/4 explored the use of Flipped Classrooms, Thinking Taxonomies – Blooms and Williams and implemented Passion Projects (Genius hour) to support units of inquiry; d) Documented a Guaranteed and Viable Curriculum through identifying the Prioritized Standards in English and Maths referencing the Victorian Curriculum Achievement Standards; e) Documented a Whole School Scope and Sequence for units of Inquiry referencing the Victorian Curriculum including the Learning Areas, Concepts and Capabilities; f) Building the capacity of teams to work as Professional Learning Teams. The consultant observed teams in action and provided feedback. This work helped develop our staff's knowledge of differentiating the curriculum through the use of proficiency scales; g) Allocating time for our Team Leaders to work as Teaching and Learning Coaches, supported by Literacy and Numeracy Consultants; h) Providing targeted intervention on Literacy and Numeracy for students identified at risk, including children from an Indigenous background. We introduced Literacy and Numeracy Intervention programs that are research based and monitored individual progress regularly through data; i) All students in P-6 set reading goals and strategies for achieving the reading goal set.

Setting Expectations and Promoting Inclusion involved:
a) Training all staff on the Berry St Instructional Model, based on Trauma-Informed teaching; b) Employing a Social Worker to support students and their families so that they can come to school more ready to learn. When this arrangement became unviable, a partnership with the Les Twentyman Foundation was formed and a Youth Support Worker worked with students from Years 3-6 on the EMBRACE model. The number of recorded incidences for students participating in this program showed a decrease; c) Increasing the time allocation of our Speech Pathologist from 0.6 EFT to 1.0.

Achievement

Our Achievement results for 2016 have shown they are the same or higher than similar schools in all areas except for Year 3 NAPLAN Reading, which is below that of similar schools. The NAPLAN Learning Gain shows that we need to place greater emphasis on achieving high growth in all areas, especially Reading and Numeracy. During 2016 our Response to Intervention, specifically for Numeracy, was through Maths Workshops. This had varying results so for 2017 we have asked teams to decide how they will respond when the data shows students have not achieved as required. During 2016 we continued to ensure consistency of practice across the school through: a) staff continuing to develop their understanding and ability to work in Professional Learning Teams where the focus is on learning rather than teaching; b) the use of Proficiency Scales as part of the teaching and learning cycle, with the use of data and assessment as the core to decision making as to what individual students need to learn next; c) the restructuring of the coaching model, where team leaders became the Teaching and Learning Coaches for their team, supported heavily by external Literacy and Numeracy Consultants and their respective Assistant Principal as their mentor.

During 2016 the school continued to experience a significant changeover in staff. The need to support and induct the new staff into the ways in which teaching and learning is the centre of our work ensured they were able to be productive members of their Professional Learning Teams. This was achieved through ongoing team-based professional development, as well as the use of external training available to all staff, achieving greater consistency of instructional practice across the school. We continued and refined our work identifying and using Essential Learnings, moving to the creation of Proficiency Scales. Melton West Primary is an inclusive school. All students with a disability showed progress at satisfactory or above in achieving their individual goals.

Curriculum Framework implemented in 2016

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

Engagement

Melton West Primary School has continued to focus on and monitor its absence data however there are still 12 students who have an extremely low attendance rate of less than 50%. For this extreme group of absentees, we made regular phone calls, home visits and engaged outside agencies to support these students and their families. The employment of a Social Worker was a strategy we tried in 2016, however the person resigned before the end of the first term. The low attendance data is also the result of some teachers' misunderstanding of the absence codes, especially unexplained absences. We will address this issue in 2017 by explicitly going over the codes with all staff and ensuring that this becomes an important part of the induction practice. We attempted to reduce the unexplained absences through instigating a process where teachers take greater direct responsibility for following up by sending a note home when they did not receive notification of a reason for an absence, however this did not appear to have much effect on the data. Another strategy we are employing in 2017 is for all teaching staff to have a goal around reducing absenteeism as part of their performance plan. We communicate with our school community regularly the importance of coming to school through our newsletters and termly celebrations, acknowledging 100% attendance with Vivo points and certificates presented each term at assembly. During 2016 the "Attendance H.E.R.O." initiative was introduced, where children with 100% attendance have the chance of winning a prize.

The children continue to share with their parents the world knowledge and aspects of 21st century learning through the Curriculum Showcases and Exhibitions, as well as 3-way conferences and student-led conferences as our way of conducting mid-year interviews.

Wellbeing

Our students' Connectedness to School remains similar to schools with similar characteristics. Our Attitude to School Survey data show the grade 5 students appear more connected and engaged with the school than their Year 6 peers as do boys more than girls. Our students' perception of safety was higher than similar schools and could be due to our work in creating safe and orderly classrooms, through the development of our teachers' understanding of working with children with specific needs. In 2016, we continued to support individual students experiencing social difficulties, including friendship groups, resilience groups and the program Seasons for Growth – designed to support students experiencing loss and grief. We continued to offer small group intensive teaching of social skills for our students in most need. Individual Learning Plans were written for all students at risk in a range of areas including for students requiring extension, support, from an indigenous background, in out-of-home care and PSD students, as well as behavioral concerns. The School Wide Positive Behaviors Matrix continued to be a focus. We have identified a range of strategies and a team approach to support students with the most challenging behavioural needs. Our Learning environments are inviting and orderly and staff demonstrate a genuine caring attitude towards the students. The students are reporting they feel consulted and respected by the teachers. The School Values are predominantly displayed in every classroom and around the school and are unpacked with the students. Our Student Leaders' profile has continued to grow and develop across the school, with more children provided with the opportunity to be a leader within the school as House and Sport Captains and eSmart Leaders. Our School Captains and Vice-Captains attended a statewide student leaders' conference. We have continued to strengthen Student Voice and collaborative decision making through providing opportunities for students to work with staff on selection panels and attend School Council Meetings.

For more detailed information regarding our school please visit our website at
http://meltonwestps.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 611 students were enrolled at this school in 2016, 311 female and 300 male.
There were 28% of EAL (English as an Additional Language) students and 6% 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.

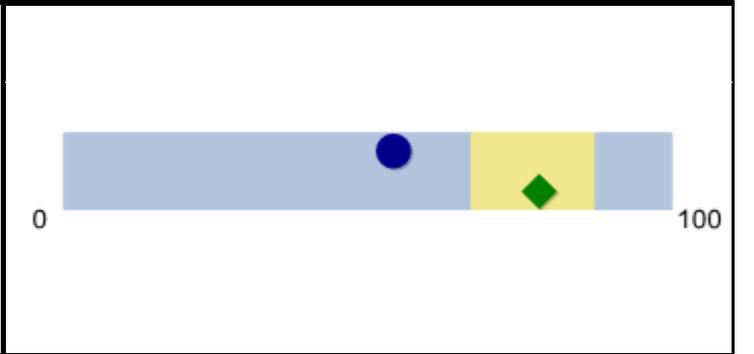| low | low-mid | mid | high |
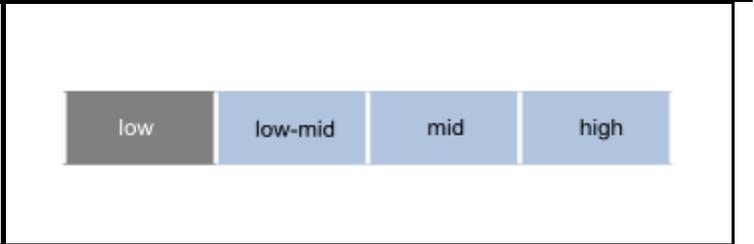
Parent Satisfaction Summary

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.
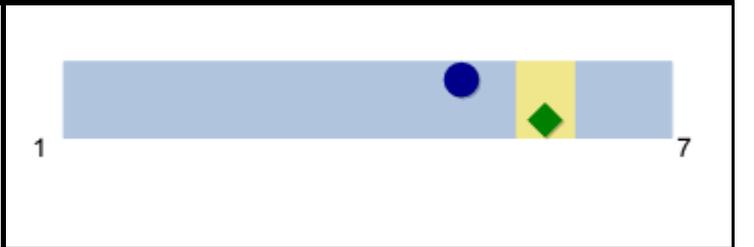
School Staff Survey

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
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English Results: Mathematics	Higher Similar

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading 0 ● ◆ 100 Results: Reading (4-year average) 0 ● ◆ 100 Results: Numeracy 0 ● ◆ 100 Results: Numeracy (4-year average) 0 ● ◆ 100	Lower Lower Lower Lower
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading 0 ● ◆ 100 Results: Reading (4-year average) 0 ● ◆ 100 Results: Numeracy 0 ● ◆ 100 Results: Numeracy (4-year average) 0 ● ◆ 100	Similar Similar Similar Similar

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
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 34 % / 58 % / 8 % Low / Medium / High **Numeracy** 39 % / 50 % / 11 % Low / Medium / High **Writing** 25 % / 58 % / 17 % Low / Medium / High **Spelling** 35 % / 49 % / 16 % Low / Medium / High **Grammar and Punctuation** 33 % / 51 % / 16 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. 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. Average 2016 attendance rate by year level:	Results: 2016 Low absences <------> high absences Results: 2013 - 2016 (4-year average) Low absences <------> high absences	Lower Lower

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
88 %	90 %	89 %	89 %	90 %	92 %	88 %

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
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	🟢 Similar 🟢 Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	🔵 Higher 🔵 Higher

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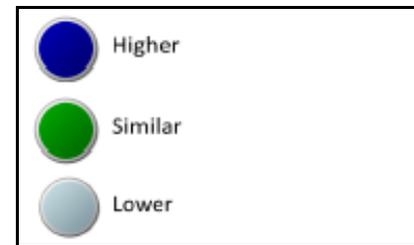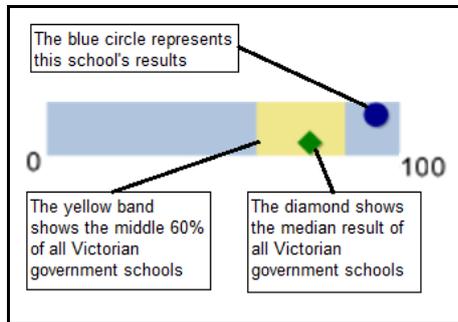
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
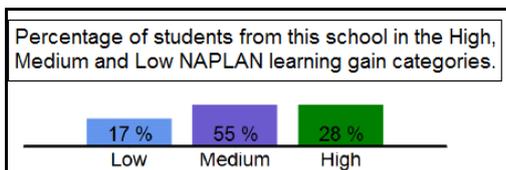
What are the changes in student achievement?

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

Building fund $436211 plus $200,000 from 2016 surplus will be put toward the removal of asbestos in the B Block – a requirement of the Department as 2 classrooms will be demolished as part of the potential Master Plan. If the Master Plan goes ahead play equipment will also need to be either relocated or replaced when the portable classrooms are moved to the back of the block. We will also need to pay for the provision and installation of split systems to all new areas as part of the Master Plan. Revenue receipted in advance was the invoicing for the 2017 booklists. This has now been adjusted into the 2017 finances.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$5,100,880
Government Provided DET Grants	$1,431,431
Government Grants Commonwealth	$2,925
Revenue Other	$40,778
Locally Raised Funds	$127,785
Total Operating Revenue	**$6,703,799**

Expenditure	
Student Resource Package	$4,982,581
Books & Publications	$2,779
Communication Costs	$8,852
Consumables	$189,020
Miscellaneous Expense	$442,676
Professional Development	$69,714
Property and Equipment Services	$425,111
Salaries & Allowances	$83,475
Trading & Fundraising	$21,845
Utilities	$35,772

Total Operating Expenditure	**$6,261,824**

Net Operating Surplus/-Deficit	**$441,974**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$757,126
Official Account	$6,993
Other Accounts	$436,211
Total Funds Available	**$1,200,330**

Financial Commitments	
Operating Reserve	$182,335
Asset/Equipment Replacement < 12 months	$30,982
Capital - Buildings/Grounds incl SMS<12 months	$23,000
Maintenance - Buildings/Grounds incl SMS<12 months	$205,909
Revenue Receipted in Advance	$67,304
School Based Programs	$20,036
School/Network/Cluster Coordination	$34,554
Capital - Buildings/Grounds incl SMS>12 months	$636,210
Total Financial Commitments	**$1,200,330**

Student Resource Package Expenditure figures are as of 03 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.