2018 Annual Report to
The School Community

THE **EDUCATION STATE**

School Name: Melton West Primary School (5036)

- 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 Regulation 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 2018 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 14 March 2019 at 07:22 AM by Michelle Costa (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 01 April 2019 at 02:19 PM by Maria Robinson (School Council President)

VICTORIA State Government | Education and Training

About Our School

School context

Melton West Primary School is situated in the outer metropolitan area of western Melbourne, which continues to be a growing area. However the catchment area for Melton West PS has no new land for development, ensuring that the stable enrolment of 600 has been maintained for the fourth year in a row.

The vision for Melton West PS is to be an effective Professional Learning Community where collaboration, collective responsibility and a focus on improving student outcomes drives the work. Through ensuring a consistency of high quality teaching practice in every learning space, including digital pedagogies, we will have resilient students who are engaged and have input into their education through personalised learning and goal setting and who have an unwavering belief that they can learn. We will develop respectful partnerships between students, teachers and parents. We will create the leaders of tomorrow, today.

Our school values are communication, respect, trust and teamwork, all working together to ensure positive relationships for all.

Our purpose or mission is to provide high levels of learning for all.

Our school's workforce composition is made up of 65.56 EFT staff, which includes 3.0 Principal Class, 37.27 teachers and 25.29 Education Support staff.

The school is made up of 27 classes structured into 2 mini-schools, a P-2 and 3-6, each overseen by an Assistant Principal. The classes are all composites, apart for the classes of children in their first year of schooling. The specialist classes on offer are science, physical education and art, with LOTE (Chinese) delivered online to all classes from term 3. The 4.6 Leading Teachers work intensively with all teaching staff as teaching and learning coaches.

The student population continues to include a large proportion of students from low social-economic backgrounds and a high number of families with a language background other than English. We continue to have a high transient population, with a significant number of students transferring in and out of the school throughout the year. We continue to meet the challenge of the characteristics of the student population by ensuring our staff is trauma-informed and are continually up-skilled through coaching and mentoring. We also support our students with literacy intervention and social skills programs.

Our continual focus in improving student outcomes through high expectations for all, with a focus on results and in particular the growth gains for all students. All staff, work in collaboration with the leadership team, to achieve student outcomes across all areas. We work to ensure the curriculum is engaging and that a consistent approach in implementing the school's instructional model occurs throughout the school. We will continue to work as a professional learning community where there is a focus on collaboration, on results and on high levels of learning for all.

Framework for Improving Student Outcomes (FISO)

During 2018 we continued to work on the two improvement initiatives of Excellence in teaching and learning (Building practice excellence) and Positive climate for learning (Setting expectations and promoting inclusion).

For the Excellence in teaching and learning (Building practice excellence) initiative we continued to build teacher capacity, specifically in the teaching of reading, to ensure more consistency in implementing reading specific instructional practices across the school. Through our work and structures to operate as a Professional Learning Community, with our leaders working as teaching and learning coaches through a student-centred coaching model, we have seen a greater consistency of practice across the school. Clear whole-school documentation supports and reflects this.

For the Positive climate for learning (Setting expectations and promoting inclusion) initiative we continued to ensure all new and returning staff have the extensive trauma-informed training so that staff can support students to be ready to learn and regulate their behaviour and emotions more effectively. We have created more consistency of practice and language across the school around creating a positive climate.

Achievement

Our student achievement goals showed progress in the past year, when compared with schools with similar student backgrounds and characteristics, for the teacher judgement area for English and Mathematics. This was achieved due to the work of creating more consistency across the school in instructional practice and language use.
Our Year 3 NAPLAN data continues to be lower than similar schools, and similar for Year 5 NAPLAN results. Our work in 2018 was ensuring that the Years Prep – 2 students have a sound literacy background, including the development of their oral language. Our strategy of using teaching and learning coaches and consultants across the school, to ensure all teachers have a sound understanding of the teaching practices that are research-based, has had an impact on our results.
In terms of learning growth between Year 3 and 5 for NAPLAN we were able to reduce the number of students with low-growth in Reading, however need to ensure our focus is on high growth. We have done this by having a relentless focus on data, monitoring and knowing students' next level of learning.
Our future direction and strategies include using the high-impact teaching strategies more effectively and seamlessly in all lessons. The continued building of staff's knowledge in the use of the school's instructional model and explicitly sharing it with students will ensure that students have an understanding of how their learning is supported and scaffolded, ensuring they can start to take more ownership of their own learning.
Melton West Primary School is an inclusive school. All students with a disability showed progress at satisfactory or above in achieving their individual goals.

Engagement

We have had some success with reducing the average number of student absence days. We are now comparable to schools with similar characteristics and this has been achieved through a relentless, whole-school approach to monitoring and responding to student absenteeism. Our focus in 2018 was working with families with very chronic absences through setting up case management meetings and regular home visits. We continue to send messages in newsletters about the importance of regular attendance and continue to follow-up unexplained absences on a weekly basis. Teams hold regular discussions focussed on current attendance data and we will continue this strategy into 2019.
A future focus for 2019 will also be on students with a 90% attendance rate and strategising at the PLT level for ways to improve on this figure. In addition, Student Focus Groups to address attendance will be another strategy to hear from our students ways we can increase student attendance.
Our Student Attitude to School survey results in 2018 were pleasing, demonstrating that our students feel engaged with the learning at school. Their attitude to attendance was 3% higher than similar schools; motivation and interest 7% higher; resilience 9% higher and sense of confidence 10% higher than similar schools. Our greatest achievement is around student voice and agency which is 14% higher than similar schools. This is due to the active Junior School Council and student leadership roles, including a successful buddy program. We will strengthen this in 2019 through a partnership with Vic SRC and Teach the Teacher Ignite Program.

Wellbeing

Our student wellbeing goals and outcomes are higher than similar schools. This is something we have worked tirelessly on over the past few years through ensuring all staff have a sound understanding on how trauma affects learning and the need to support students. We have continued to offer a range of programs, including small social skill groups and support for individual students, including provisioning of counselling where appropriate. Our work with the Australia Childhood Trauma Group, supporting staff and students, has built on the previous work with Berry Street Educational Model and ensured a calm and orderly environment.
Through having a sound understanding of trauma, and a skilled workforce, our response, support and approach towards students experiencing difficulties has ensured we are better able to cater for their individual needs, resulting in less undesirable impact on others and higher re-engagement and motivation to learn.
Our continued focus on inviting learning environments so that they are engaging, stimulating and orderly shows students that their teachers have high expectations are caring and want the best for them as learners.
We continue to offer small, intensive social skill groups and a specialised program for students experiencing loss and grief.

We continue to provide Individual Learning Plans for students in Out-of-Home Care, Koori, on the Program for Students with Disabilities and those requiring extension or support.

We have clear and transparent processes for dealing with challenging behaviours, ensuring students feel safe and feel that bullying is managed effectively, which is higher than schools with similar characteristics.

In 2019, we are revamping the School Wide Positive Behaviours Team, with the support of a regional coach. We look forward to improving further.

Financial performance and position

The school's financial performance is progressing well. In 2018 we had a surplus of just under $85000, which was partly due to an unspent amount of almost $43000 due to the Master Plan Building works started and we saved $51000 when we chose to lease our ICT equipment rather than purchase it. The school received over $1.1 million in equity funding which was primarily used to pay for coaching and consultants, as well as professional learning of staff in working as a professional learning community and trauma-informed practices. Melton West PS received a joint grant that supported our involvement in the School Improvement Partnership with another school. This money was used to resource all classroom libraries and intervention.

**For more detailed information regarding our school please visit our website at
https://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
        Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🟢

School Profile

Enrolment Profile

A total of 612 students were enrolled at this school in 2018, 325 female and 287 male.

38 percent were EAL (English as an Additional Language) students and 5 percent 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement 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 Annual Report.*	Results: English 0 ━━━━━━━━━━● ◆ 100 Results: Mathematics 0 ━━━━━━━━━● ◆ 100	● Higher ● Higher

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▉
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	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 Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 32 % | 49 % | 19 % Low | Medium | High **Numeracy** 41 % | 44 % | 15 % Low | Medium | High **Writing** 40 % | 46 % | 15 % Low | Medium | High **Spelling** 36 % | 52 % | 12 % Low | Medium | High **Grammar and Punctuation** 30 % | 52 % | 18 % Low | Medium | High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Engagement	Student Outcomes	School Comparison

Engagement

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

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2018 attendance rate by year level:

Student Outcomes

Results: 2018

Few absences <------> Many absences

Results: 2015 - 2018 (4-year average)

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
90 %	89 %	89 %	91 %	91 %	91 %	89 %

School Comparison

● Similar

● Lower

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Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	● Higher ● Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	● Higher ● Higher

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$5,717,522
Government Provided DET Grants	$1,260,615
Government Grants Commonwealth	$2,100
Revenue Other	$70,183
Locally Raised Funds	$168,456
Total Operating Revenue	**$7,218,876**

Equity[1]	
Equity (Social Disadvantage)	$1,157,284
Equity Total	**$1,157,284**

Expenditure	
Student Resource Package[2]	$5,600,872
Books & Publications	$7,883
Communication Costs	$7,922
Consumables	$195,989
Miscellaneous Expense[3]	$828,358
Professional Development	$35,413
Property and Equipment Services	$262,192
Salaries & Allowances[4]	$140,991
Trading & Fundraising	$15,767
Utilities	$38,615

Total Operating Expenditure	**$7,134,000**
Net Operating Surplus/-Deficit	**$84,877**
Asset Acquisitions	**$20,527**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$942,586
Official Account	$19,128
Other Accounts	$441,363
Total Funds Available	**$1,403,078**

Financial Commitments	
Operating Reserve	$229,848
Other Recurrent Expenditure	$4,708
Funds Received in Advance	$55,760
Repayable to the Department	$24,205
Asset/Equipment Replacement < 12 months	$10,641
Capital - Buildings/Grounds < 12 months	$723,412
Maintenance - Buildings/Grounds > 12 months	$350,000
Total Financial Commitments	**$1,398,573**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)
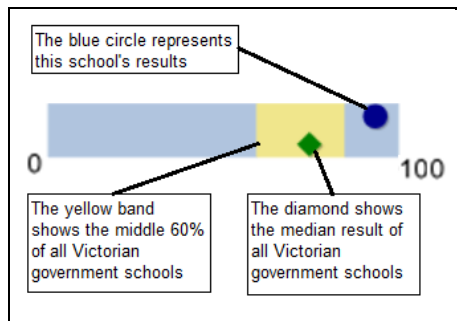
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
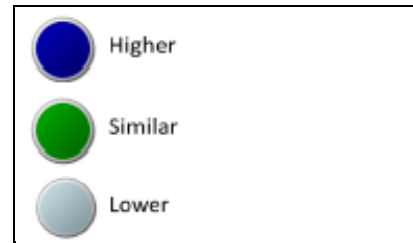
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').