2019 Annual Report to The School Community

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 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 2019 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 16 April 2020 at 08:26 AM by Michelle Costa (Principal)

The 2019 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 01 May 2020 at 02:31 PM by Megan Andrews (School Council President)

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 as the enrolment catchment area for Melton West PS has no new land for development we have experienced a more stable enrolment over the past few years. 2019 saw a decrease in enrolments by approximately 50 students due to all schools following the enrolments guidelines closely.

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 54.54 EFT staff, which includes 3.0 Principal Class, 29.8 teachers and 21.74 Education Support staff.
The school is made up of 24 classes structured into 2 mini-schools, a P-2 and 3-6, each overseen by an Assistant Principal. The classes are organised into single year levels and the specialist classes on offer are science, physical education, art and L.O.T.E. (Chinese). 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 socio-economic backgrounds and a high number of families with a language background other than English. The population of our Aboriginal students has increased and makes up 4.6% of our population. 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 continue to work as a professional learning community where there is a focus on collaboration, results and high levels of learning for all.

Framework for Improving Student Outcomes (FISO)

During 2019 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 for the teacher judgement area for English has dipped below schools with similar student backgrounds, however Mathematics has remained the same. Although teacher judgement for English is below similar schools, the work building consistency in instructional practice and language as well as developing teacher knowledge of the curriculum has seen more confidence in teachers to allocate their judgements more accurately. This assumption is supported as the NAPLAN results for both Reading and Numeracy have improved.

Our Year 3 and 5 NAPLAN data for students in the top 2 bands continues to be below that of similar schools, however we continue to make improvements each year. Our work in 2019 continued a focus on ensuring that the Years Prep – 2 students have a sound literacy background, including the development of their oral language and phonological awareness as a cornerstone scaffold for learning to read. 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 continued to have an impact on our results.

Our future direction and strategies include continuing using the high-impact teaching strategies more effectively and seamlessly in all lessons, monitoring staff's use of the school's instructional model, explicitly sharing it with students to ensure they have an understanding of how their learning is supported and scaffolded, which will support them to continue to take more ownership of their own learning. We will also refine our work around Peer Observations so that teacher knowledge and expertise can grow and share and they can continue to learn with and from each other in various ways.
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

Although we have continued a relentless, whole-school approach to monitoring and responding to student absenteeism we were unable to reduce the average number of student absence days further in 2019. The largest reason for non-attendance was illness and family holiday. We were able to continue to reduce the number of unexplained absences from 5.73 days average in 2018 to 4.97 in 2019. This has been a major effort and a huge improvement from when it peaked in 2015 at 15.05.

Our focus in 2019 was to continue to work 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 2020.

A future focus for 2020 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 in which they think we can increase student attendance.

Wellbeing

Our Student Attitude to School survey results in 2019 were pleasing, demonstrating that our students feel a sense of connectedness to school. The result was on par to schools with similar characteristics. We remain above similar schools in terms of our management of bullying as we take a proactive approach, encouraging students to get adult help when required. These results are due to us continuing to work tirelessly in the wellbeing space 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 creating inviting learning environments so that they are engaging, stimulating and orderly shows students that their teachers have high expectations for their learning and that they genuinely care about them.

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.

In 2019, we revamped the School Wide Positive Behaviour Team, with the support of a regional coach, which has had a positive impact across the school.

Financial performance and position

Although the school's financial performance sees us as in deficit for 2019, this can be accounted for by the contribution the school made towards the Building Works that were undertaken during 2019. The school committed to contributing $466229.50 so that Stage 1 of the Master Plan could proceed. This contribution was made from the Building Fund account established in 2015 for the purpose of building a gym. This payment was made in 2019. 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. We remain in a strong financial position at the end of the year.

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 563 students were enrolled at this school in 2019, 296 female and 267 male.

39 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).
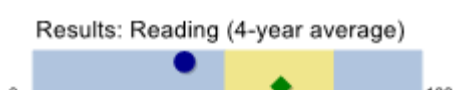
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	Similar 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 ——————————● [yellow ◆] 100 Results: Mathematics 0 ——————————● [yellow ◆] 100	Below ● 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: 🔷

Key: Similar School Comparison
🔵 Above   🔵 Similar   🔵 Below

Achievement	Student Outcomes	Similar 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)	Below 🔵 Below 🔵
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)	Below 🔵 Below 🔵

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: ◆	Key:	Similar School Comparison

Similar School Comparison: ● Above ● Similar ● Below

Achievement

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'.

Student Outcomes

Reading

35 %	50 %	15 %
Low	Medium	High

Numeracy

31 %	51 %	18 %
Low	Medium	High

Writing

27 %	42 %	30 %
Low	Medium	High

Spelling

25 %	55 %	19 %
Low	Medium	High

Grammar and Punctuation

34 %	57 %	9 %
Low	Medium	High

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25%	50%	25%
Low	Medium	High

Statewide Distribution of Learning Gain
(all domains)

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: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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 **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ▬▬▬▬▬▬▬▬ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ▬▬▬▬▬▬▬▬ 50 Few absences <------> Many absences	**Below** ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	91 %	89 %	89 %	89 %	91 %	91 %	92 %	

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: ◆ | Key: | Similar School Comparison
● Above ● Similar ● Below |

Wellbeing	Student Outcomes	Similar 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: 2019 Results: 2017 - 2019 (3-year average)	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: 2019 Results: 2017 - 2019 (3-year average)	Above

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, 2019	
Revenue	**Actual**
Student Resource Package	$5,557,082
Government Provided DET Grants	$1,277,570
Government Grants Commonwealth	$2,100
Revenue Other	$54,978
Locally Raised Funds	$73,366
Total Operating Revenue	**$6,965,096**

Equity[1]	
Equity (Social Disadvantage)	$1,149,201
Equity Total	**$1,149,201**

Expenditure	
Student Resource Package[2]	$5,451,952
Books & Publications	$14,634
Communication Costs	$8,633
Consumables	$161,276
Miscellaneous Expense[3]	$1,149,716
Professional Development	$60,994
Property and Equipment Services	$288,299
Salaries & Allowances[4]	$141,055
Trading & Fundraising	$15,983
Travel & Subsistence	$915
Utilities	$43,818
Total Operating Expenditure	**$7,337,277**
Net Operating Surplus/-Deficit	**($372,181)**
Asset Acquisitions	**$71,464**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$872,005
Official Account	$12,049
Other Accounts	$0
Total Funds Available	**$884,054**

Financial Commitments	
Operating Reserve	$289,847
Other Recurrent Expenditure	$5,198
Funds Received in Advance	$79,702
Asset/Equipment Replacement < 12 months	$50,000
Capital - Buildings/Grounds < 12 months	$435,000
Total Financial Commitments	**$859,747**

(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 26 February 2020 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
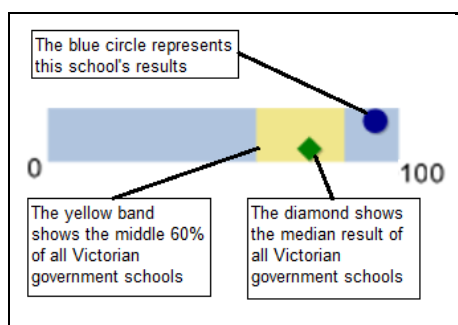   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

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
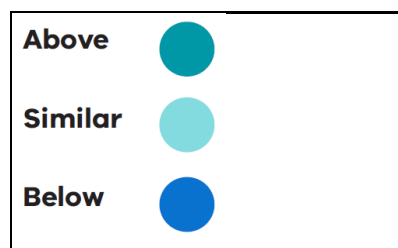
What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above
Similar
Below

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').