

2020 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 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 27 April 2021 at 06:01 PM by Michelle Costa (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 28 April 2021 at 02:50 PM by Maria Robinson (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

- It is the mission of Melton West PS to work collaboratively to ensure high levels of learning for all. Our vision 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.
- Melton West Primary School has the current values of: Communication, Respect, Trust and Teamwork all working together to create positive relationships for all.
- In 2020, our enrolment was 579 students. We had 24 classrooms, with 4 classes of Year Prep (Foundation), 7 classes of Year 1/2, 4 classes of Year 3, 3 classes of Year 4, 3 classes of Year 5 and 3 classes of Year 6. The student population was made up of 167 English as Additional Language, 36 Aboriginal and Torres Strait Islanders, 2 international students and 36 receiving additional funding from the Program for Students with Disabilities. The school's SFOE was 0.5821, placing it in the high band level. The staffing profile is made up of 1 principal, 2 assistant principals, 3.4 leading teachers, 45 teachers (28.8 Equivalent Full Time (EFT)), 31 education support staff (22.31 EFT), including a first aid officer, a community engagement officer and a wellbeing officer.

Framework for Improving Student Outcomes (FISO)

- In 2020, Melton West PS's Annual Implementation Plan (AIP) focused on implementation of Key Improvement Strategies (KIS) related to the Framework for Improving Student Outcomes (FISO) dimensions of Excellence in Teaching and Learning and Positive Climate for Learning. This included:
 - Building consistent instructional practice in reading
 - Building capacity of team to use data to measure impact and differentiate when teaching reading
 - Building capacity of students and teachers to give and receive feedback
 - Embedding the social and emotional curriculum across the school
- To support implementation of these KIS we:
 - Created interest and understanding about the value of Peer Observations. A Program Logic was created that included an Action Plan and school-based policy.
 - Continued refining our Student-Centred coaching model
 - Incorporated professional learning for Respectful Relationships
 - Continued to develop our Leading Teachers as teaching and learning coaches, supporting teachers to implement the Melton West PS Instructional Model with fidelity
 - Supported Leading Teachers to work closely with staff to develop data literacy skills and to develop understanding of High Impact Teaching Strategies
- Melton West Primary School delivered on our KIS in the AIP around giving and receiving feedback, however some of the KIS and planned Professional Learning opportunities were modified to suit remote learning. We did this by:
 - Closely monitored students disengaged during remote learning – this was done on a weekly basis
 - Provided PL for all teachers in giving written feedback to students via digital platforms such as Showbie, Google Classrooms and Class Dojo
 - Implemented a staged plan to ensuring students were receiving feedback whilst Remote Learning
 - Teams of teachers and Principal Class engaged in Professional Learning provided by region – SOLS Stages of Learning. Examples of PL attended included Feedback, Differentiation, Literacy, Numeracy and Understanding and Building Staff Resilience.

Achievement

- In 2020, Melton West PS continued to work on its strategic plan goal to improve learning outcomes for students in reading,

- Targets set in 2020 AIP were no longer appropriate due to the cancellation of NAPLAN due to the global pandemic
- Anecdotally we did achieve many things during remote learning. We noticed that approximately one third of our students thrived in the remote learning environment, one third achieved similar results and one third were adversely affected by remote learning. On return to on-site learning in term 4, we supported students who fell behind with their learning by implementing an intervention program, where each classroom teacher was released for 3 hours per week to work with students from their classroom in small group intervention.
- To cater for the different way we worked with students we adapted and improved how we delivered a high quality teaching and learning program remotely. We did this through:
 - Setting up an online learning environment that incorporated aspects of the pedagogical structure, which included modelled or shared mini lessons, conferencing in some grade levels and teacher groups in all. Mini-lessons were taught synchronously or asynchronously through live lessons, recorded lessons or videos. Independent reading and small teacher groups were incorporated into all learning programs across the school. Independent learning tasks were delivered all grade levels
 - Differentiating for students through learning tasks and teacher groups
 - We utilized digital learning platforms to support independent reading and teacher groups.
 - When students returned to school in Terms 2 and 4, the focus was on re-establishing routines and the re-implementation of our reading instructional model. We were able to get these re-established again quickly and effectively.
 - During Term 3 remote learning, coaching continued in most teams with a focus on online small groups.
 - Coaching then refocused at the return to onsite learning, with individual staff being supported to re-establish our reading instructional model, implement classroom management strategies and routines and focus again on teacher groups.
 - All staff were quickly able to upskill their knowledge and skills in regards to utilizing technological platforms to assist in literacy/numeracy teaching, learning and curriculum development
 - Our ability to refine the digital platforms we were using between remote learning 1 and 2, which included the introduction of Google Classrooms, ensured students were more engaged and responsive to teacher feedback.
- In 2021, all classes will use Google Classroom as the digital platform with their classroom, as we resource a 1:1 iPad program for years 3-6. This will ensure consistency of practice across the school and give greater flexibility with direct feedback to students.
- Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

- A high number of students at Melton West Primary School who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. In 2021 we will continue to focus on opportunities to continue building student agency in the classroom as well as actively engaging them as key stakeholders in the review process via feedback, forums and surveys.
- Some students who demonstrated low levels of engagement during Remote and Flexible Learning were connected with an Education Support (ES) staff member or a specialist teacher who were available to help and keep them connected and engaged in the learning. We were able to support 21 students in this way.
- ES staff were also allocated to a class to make daily/regular calls to check in with attendance, engagement levels and whether students were joining in with the class video calls.
- During Remote and Flexible Learning a whole school database was created, in which staff added names of students who were an engagement concern and included the strategies they had tried. This database was tracked by the Principal Class Team on a weekly basis and further strategies for re-engagement were explored and implemented.
- We supported approximately 10% of our students on-site during Remote and Flexible Learning. The majority of these students were classified as vulnerable.
- To support student engagement during the transition back to onsite learning, our school strategically chose to spend time on re-establishing relationships and classroom routines and procedures.
- Purchased additional technology to ensure EVERY student had access to a device, so they could fully engage with the video conferencing/teaching

Wellbeing

- Our association with the Australian Childhood Trauma Group continued in 2020, although modified during remote learning. They moved from supporting individual students face-to-face to video conferencing. They also supported all staff, ensuring their wellbeing was a priority as well.
- Student wellbeing continues to be a focus. In 2020 we continued our work through School Wide Positive Behaviour (SWPB), continued to employ a wellbeing officer, who was able to support students and their families so they could come to school ready to learn. We also introduced a therapy-dog (in training) which has had a positive impact for many students, giving them support and confidence in numerous ways.
- Attitude to School Survey (AToSS) – sense of connectedness remained similar to 2019 at 89%, which was 9% higher than both similar and network schools; student voice and agency was 74% which is 11% higher than similar schools and 9% higher than network schools; teacher concern was approximately 6% higher than both network and similar schools at 82%; differentiated learning challenge was 90%, which is 4% higher than both network and similar schools.
- Parent Opinion Survey – parent satisfaction was 4% lower than similar schools at 79%, however was on par with network schools. We continue to invite and involve parents to be authentic partners in their child’s learning. In 2020 we planned to pilot a program working with our prep parents, where data and information is shared (and information) on how to support their child’s learning effectively. This did not proceed due to the interruption of remote learning however is something we aim to deliver in 2021.
- Staff Opinion Survey – Staff satisfaction as measured through school climate was 7% lower than both similar and network schools, however it did improve by 2% from 2019. In 2021, we will focus on improving school climate data, specifically through collective efficacy and academic emphasis. This work will include focused Professional Development with whole staff on unpacking the 2020 Staff Opinion survey, working through the specific Factor Areas and what they mean, creating a shared definition of Collective Efficacy, teams documenting and setting goals that work towards improving Collective Efficacy and Academic Emphasis and implementing termly staff surveys to ascertain genuine feedback in the area of Positive School Climate.

Financial performance and position

- Melton West PS is in a strong financial position with a net operating surplus of \$467855. This is due in the main to having not expended our budgets across a range of programs particularly Casual Relief Teachers (CRT) and consultants due to remote learning.
- In response to remote learning, when children returned to on-site learning in term 4 we used some of our surplus CRT budget to employ CRTs to release teachers for 3 hours each so they could run small group interventions for those children in their class requiring it after due to difficulties faced learning remotely.
- We used a portion of our Equity funding to support students requiring additional behavioural supports as well as continuing to ensure that all new staff are fully trained in the Berry St Educational Model (Trauma-Informed Professional Learning) which has shown to have a positive impact across the school.
- Equity funds were also used to pay our literacy and numeracy consultants to support teams to plan for remote learning, improving teachers’ practice whilst working remotely. For example the consultants would attend team meetings via WebEx on an at needs basis and were also available at other times as required.

For more detailed information regarding our school please visit our website at <http://www.meltonwestps.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 579 students were enrolled at this school in 2020, 293 female and 286 male.

37 percent of students had English as an additional language and 6 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.

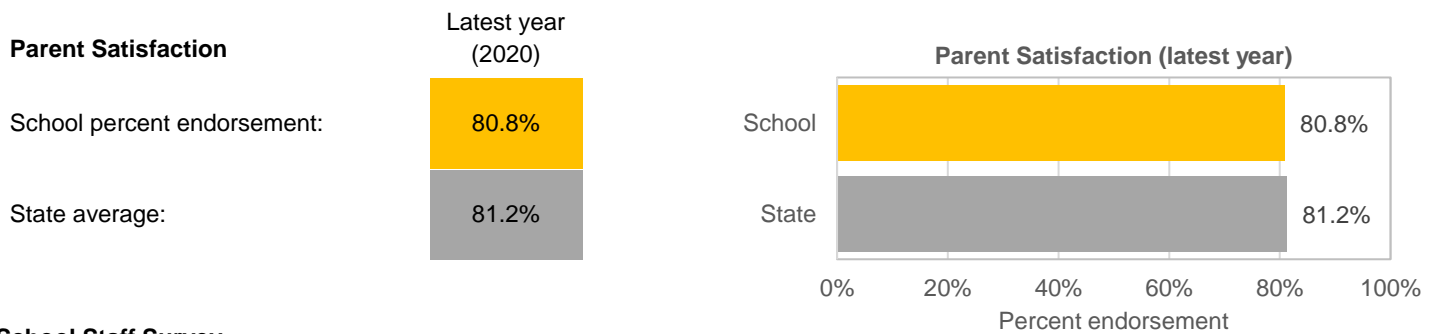
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

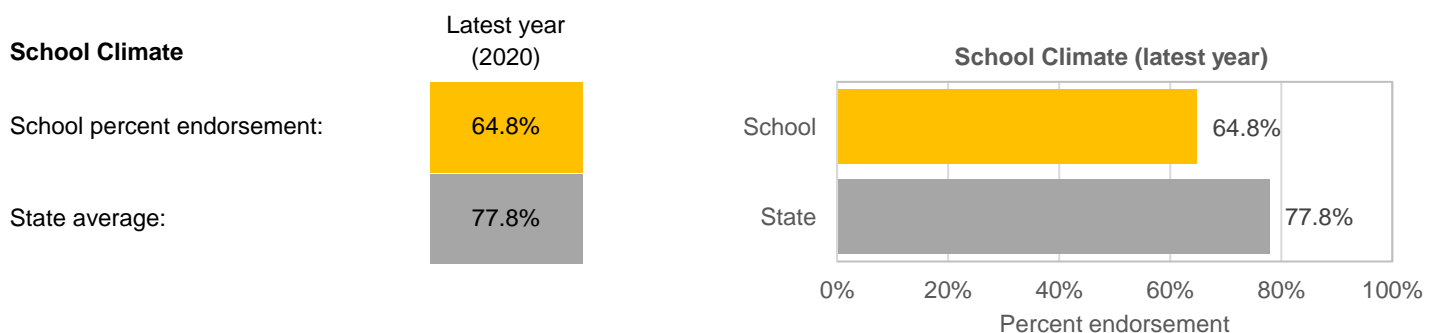


School Staff Survey

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:

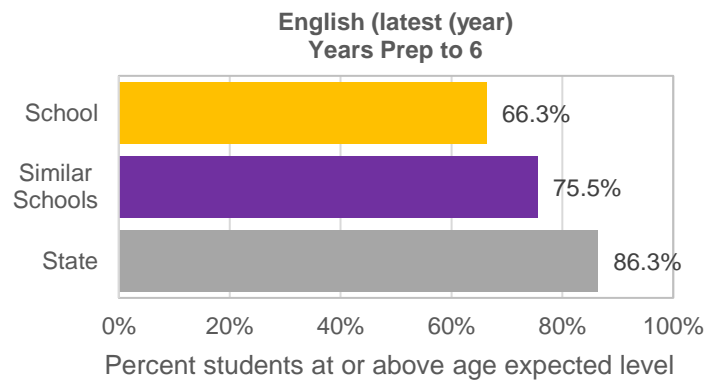
66.3%

Similar Schools average:

75.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

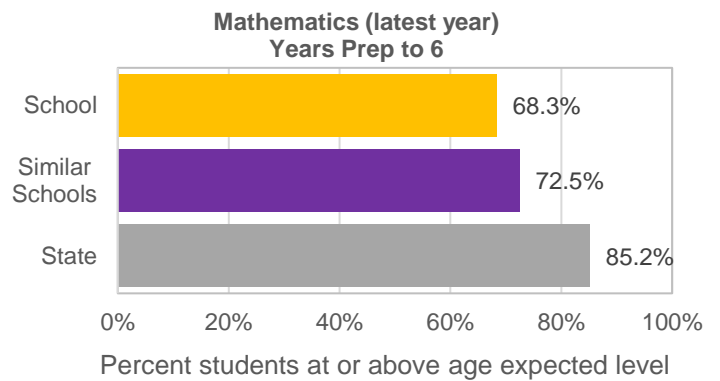
68.3%

Similar Schools average:

72.5%

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

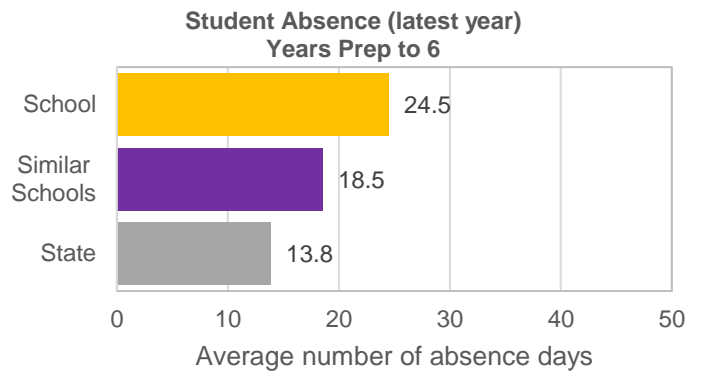
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.5	21.3
Similar Schools average:	18.5	18.3
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):	85%	87%	89%	87%	87%	89%	88%

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.

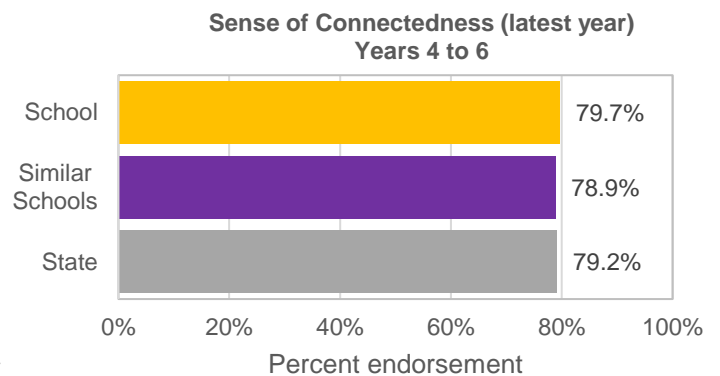
Student Attitudes to School – Sense of Connectedness

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:	79.7%	81.8%
Similar Schools average:	78.9%	81.0%
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.

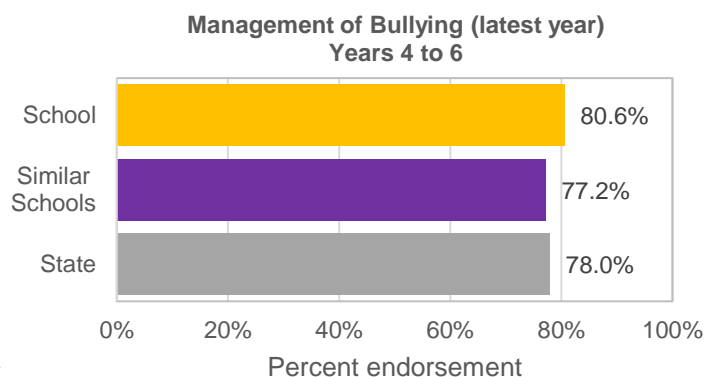
Student Attitudes to School – Management of Bullying

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:	80.6%	85.0%
Similar Schools average:	77.2%	80.4%
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	\$6,103,767
Government Provided DET Grants	\$777,576
Government Grants Commonwealth	NDA
Government Grants State	\$636
Revenue Other	\$272,983
Locally Raised Funds	\$92,924
Capital Grants	NDA
Total Operating Revenue	\$7,247,886

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,115,996
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,115,996

Expenditure	Actual
Student Resource Package ²	\$5,686,718
Adjustments	NDA
Books & Publications	\$9,894
Camps/Excursions/Activities	\$19,279
Communication Costs	\$9,675
Consumables	\$143,805
Miscellaneous Expense ³	\$33,685
Professional Development	\$11,131
Equipment/Maintenance/Hire	\$155,478
Property Services	\$104,786
Salaries & Allowances ⁴	\$59,404
Support Services	\$497,265
Trading & Fundraising	\$5,914
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$42,995
Total Operating Expenditure	\$6,780,031
Net Operating Surplus/-Deficit	\$467,855
Asset Acquisitions	\$20,345

- (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	\$757,536
Official Account	\$84,533
Other Accounts	NDA
Total Funds Available	\$842,069

Financial Commitments	Actual
Operating Reserve	\$166,216
Other Recurrent Expenditure	\$21,650
Provision Accounts	NDA
Funds Received in Advance	\$86,300
School Based Programs	\$546,728
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$37,701
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	\$858,595

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.