

2021 Annual Report to The School Community



School Name: Melton West Primary School (5036)



Melton West
PRIMARY SCHOOL

- 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 2021 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 26 April 2022 at 01:14 PM by Michelle Costa (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 12 May 2022 at 09:55 AM by Dan Wood (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

‘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 disabilities 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

Melton West Primary School is located in the outer western metropolitan suburb of Melton, approximately 35 kilometres from the centre of Melbourne. Although Melton is a growing area, the catchment area for Melton West Primary School has no new housing development, which means our numbers have remained quite stable over the past few years.

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 2021, our enrolment was 562.8 students. We had 24 classrooms, with 4 classes of Year Prep (Foundation), 4 Year 1 classes, 2 Year 2 classes, 4 Year 3 classes, 3 Year 4 classes and 6 year 5/6 classes. The student population was made up of 148 English as Additional Language, 30 Aboriginal and Torres Strait Islanders, 1 international student and 41 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 45 teachers (30.1 EFT) including:

- o 2.6 (EFT) principal class;
- o 3.6 (EFT) leading teachers;
- o 3.6 (EFT) teachers as part of the Tutor Learning Initiative;
- o 0.8 (EFT) English as an Additional Language {EAL} teacher.

As well as 34 education support staff (24.5 EFT), including:

- o a business manager;
- o 2 administration staff;
- o a first aid officer;
- o 0.6 (EFT) community engagement officer;
- o a wellbeing officer;
- o a maintenance person;
- o 2.2 (EFT) working as literacy intervention;
- o 12.5 (EFT) supporting students in classrooms.

We do not have any staff members who identify as Aboriginal or Torres Strait Islander.

Framework for Improving Student Outcomes (FISO)

In 2021 we focused on the 2021 Priority Goals with the priorities of learning catch-up and extension; happy, active and healthy kids and connected schools in response to the difficulties and challenges of remote learning in 2020.

In the learning catch-up and extension area we focused on the effective use of Data Walls and the creative implementation of the Tutor Learning Initiative (TLI), formative assessment and a focus on the effective use of the High Impact Teaching Strategies (HITS). Through the support of leaders, consultants and our Professional Learning Community (PLC) structure, teachers developed greater confidence in planning, teaching and assessing students in the TLI groups. Careful tracking and monitoring of data, including the use of formative assessment as part of the TLI was important to ensure learning growth for students.

Our TLI model involved all classroom teachers being released for 3 hours per week to take small groups of children from their class as intervention or as extension 3 times per week. The benefit of this model meant that the learning needs of the students was based on data teachers had directly from their classroom and that the classroom teacher knew any gains/learnings the students made during these small groups as they were the 'tutor' and could therefore adapt/modify the learning back in the classroom quickly and effectively. Our model also ensured children from all classes and all year levels had access to intervention or extension as required.

Our team leaders continue to coach and mentor, including modelling and observing teacher practice as they lead a team of teachers. They were instrumental in the TLI program by supporting Graduate teachers, initially taking responsibility for planning and teaching the TLI sessions whilst the graduate teacher observes, moving to the graduate teacher.

Our teams also used data walls and Case Management Meetings (CMM) to monitor student progress on a regular basis. PLC teams collaborated to support each other when progress of some students was not as good as it could or should have been.

The happy, active and healthy kids area saw a focus on student wellbeing. We carefully tracked students who had large absences and who did not return to on-site learning when that opportunity arose, including conducting home visits as required. We also concentrated on teaching social emotional learning, including resilience to help students re-engage in remote learning and to support them whilst learning from home.

For the connected schools element we introduced a different digital learning platform to the year 3 – 6s after reflecting on what worked well during previously remote learning experiences. We efficiently supplied all children who required technology with equipment and internet access each time we were required to adapt the mode of delivery, allowing these students to participate in remote learning along with their peers.

Achievement

As we moved in and out of remote learning through 2020 and into 2021, we constantly looked at ways we could improve teaching remotely, to ensure the children had the best possible experience whilst learning from home. We also reviewed the learning platform we used to present the work to our students. We changed the platform for our Year 3 to 6 students in 2021, which provided a more interactive learning experience and opportunity for teachers to supply feedback in a timely manner. We also introduced small explicit teaching groups using WebEx, which enabled teachers and students to work closely together.

In future, we plan to use this digital platform within the classrooms, which will support differentiation within the classrooms. During remote learning, staff were also able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.

Despite the many difficulties remote learning presented, our results for reading, when compared to similar schools, showed we achieved similar results in high relative growth. Our precision focus on reading over the past few years was the reason we were able to achieve this result. In future, we will shift our focus to Numeracy, whilst continuing our work in Reading.

Students supported through the Program for Students with a Disability all showed satisfactory progressing in achieving their individual goals as identified in their Individual Education Plans.

Engagement

During remote learning we found that for about third of our children this mode of learning had no impact on them at all, about a third thrived learning remotely from home, and about a third found it very difficult to engage and learn remotely. For the latter group we tried many strategies to try to engage them including having an Education Support staff

member being available at all times on WebEx for them to connect with and help with their learning. Classroom teachers made regular calls and wellbeing staff contacted families to find out if they needed specific support. The Principal Class team conducted many home visits to families who had not engaged in the online environment.

We invited a relatively large number of students to on-site during remote learning due to their individual circumstances including being vulnerable. We also supported a number of children whose parents were essential workers. These children connected with their classroom teacher remotely, like their peers, whilst on-site.

Although the Student Attitude to School Survey results showed a 91% positive endorsement to Attitude to Attendance our absences increased dramatically during 2021, despite a concerted effort to improve the number of absences. Some of the strategies included teachers contacting families for each unexplained absence. The Principal Class team identified children from the previous year that had many unexplained absences. We tracked these closely from the beginning of the year, and saw a slight increase before we went into remote learning, where a number of children found it difficult to connect.

To support student engagement during the transition back to onsite learning, our school focused on:

- Re-establishing classroom routines and structures;
- Incorporating social emotional learning into weekly planning;
- Having fun wellbeing experiences within each class;
- Emphasising the importance of teachers to support re-establishing peer connectedness.

Wellbeing

Connected schools focussed on ensuring students had access to technology, and staff were able to increase their capability to use the technology and the digital learning platforms we had adopted. The switch to a different learning platform was beneficial for the students in years 3 to 6 because it allowed for a more effective way to provide feedback to students in a timely manner than the platform we had used previously. Using WebEx was an effective digital tool for many reasons. It encouraged students to engage with their peers, teachers and support staff. It enabled teacher to have small intensive teaching groups and continue TLI sessions, although it was difficult to ensure all students attended when they were scheduled. WebEx was also used as a supportive wellbeing strategy by easing the feeling of isolation during remote learning.

We have made significant progress in student wellbeing over the past few years, which is reflected in our Student Attitude to School survey. Sense of Connectedness is 83% positive endorsement which was above Similar Schools and the State and was in the 3rd quartile. Managing Bullying had an 88% positive endorsement which was above Similar Schools and the State and was in the 4th quartile. Each of these elements have increased each year over the past few years.

We continue to use the SWPB Framework and have introduced teaching Respectful Relationships to support student wellbeing. We continue to train all new staff in trauma-informed practices, as we have been since 2016.

In the Parent Opinion Survey, although the General Satisfaction is low, sitting in the 1st quartile, the elements of the Student Cognitive Engagement of High Expectations for Success and Student Motivation and Support were both in the 4th quartile, which is a very pleasing result.

In the School Staff Survey, School Climate had a dramatic increase in 2021, with staff experiencing a greater sense of Collective Efficacy following a concerted effort throughout 2021 to focus on improving this area. All elements of the School Climate section of the School Staff Survey that were in the 3rd quartile moved to the 4th. Our challenge in this area will be to maintain these outstanding results as our staffing profile changes due to natural attrition and succession planning.

Finance performance and position

Melton West PS is again in a strong financial position with a net operating surplus of \$406837. Again, remote learning in 2021 meant that budgets for CRT's, Consultants, ICT, Berry Street training and other curriculum budgets were not fully expended.

We carried out building works such as replacing floor coverings, external painting, replacement of the covered walkway. We also spent a substantial amount on upgrading our grounds.

Our equity funding is being used to support students by continuing with our Literacy and Numeracy consultants, resourcing a 1:1 iPad program for years 3 - 6, as well as supporting students with psychological needs.

Our Financial Commitments summary shows a further commitment to improving our grounds and facilities over the next 12 to 18 months.

For more detailed information regarding our school please visit our website at

<https://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 552 students were enrolled at this school in 2021, 261 female and 291 male.

35 percent of students had English as an additional language and 5 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).

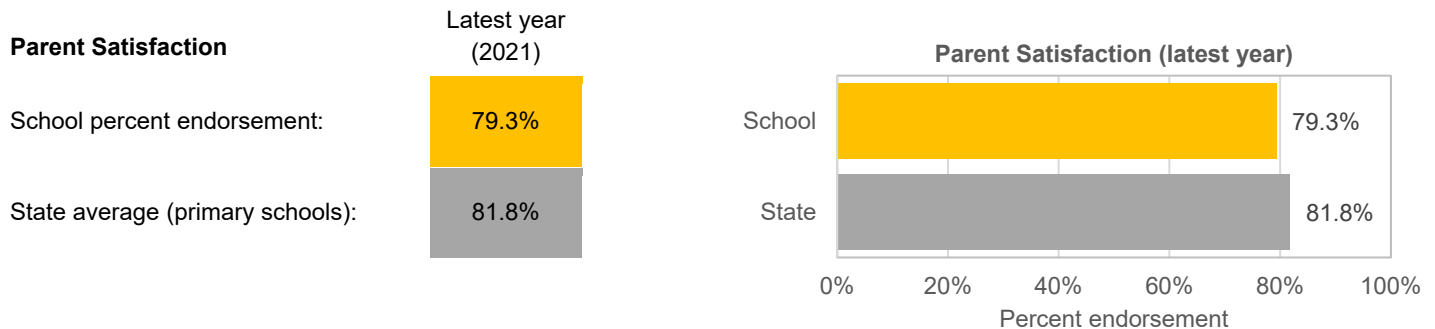
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

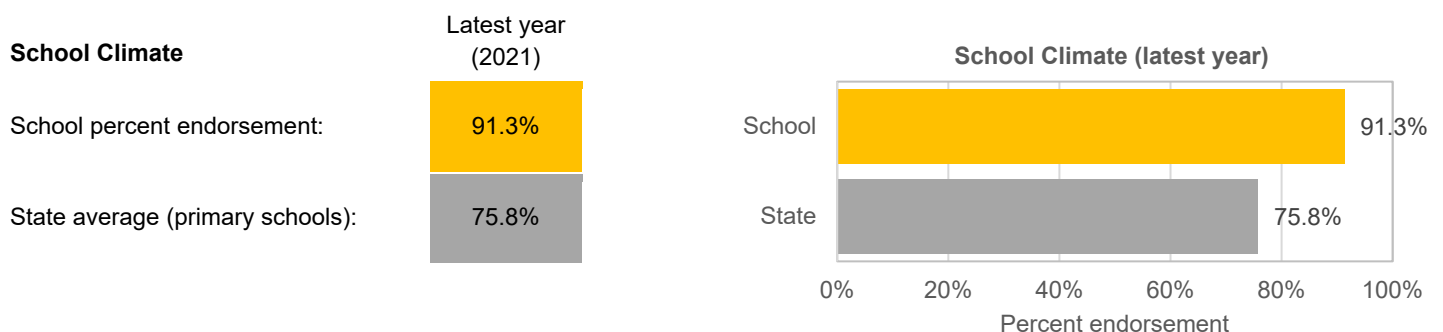


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

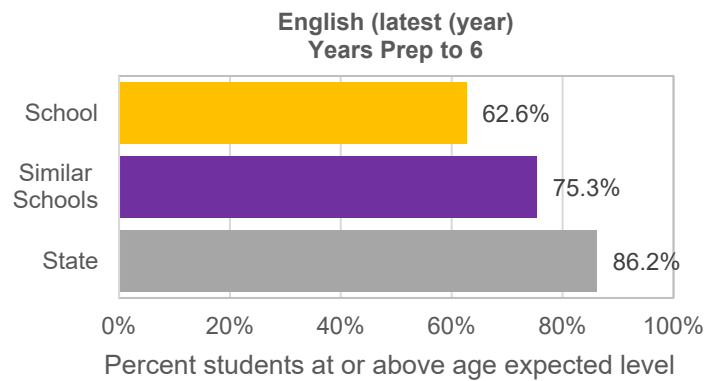
62.6%

Similar Schools average:

75.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

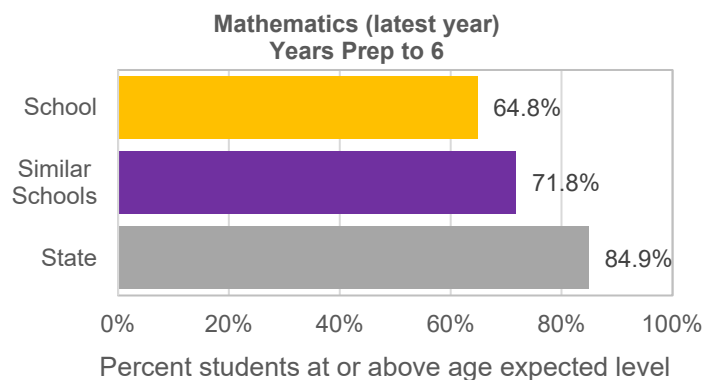
64.8%

Similar Schools average:

71.8%

State average:

84.9%



ACHIEVEMENT (continued)

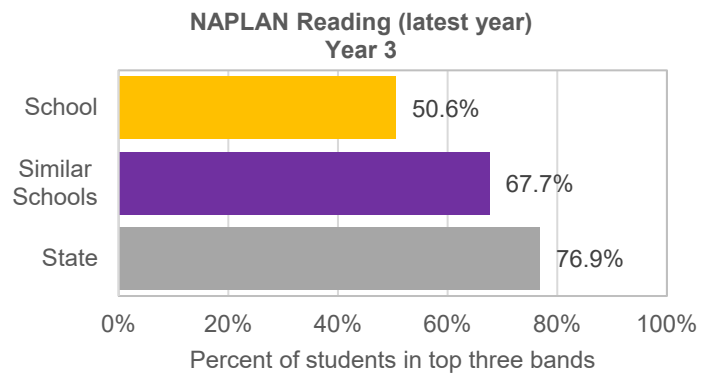
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

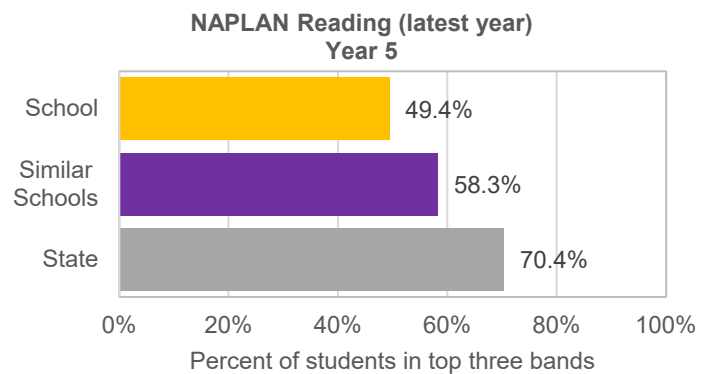
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

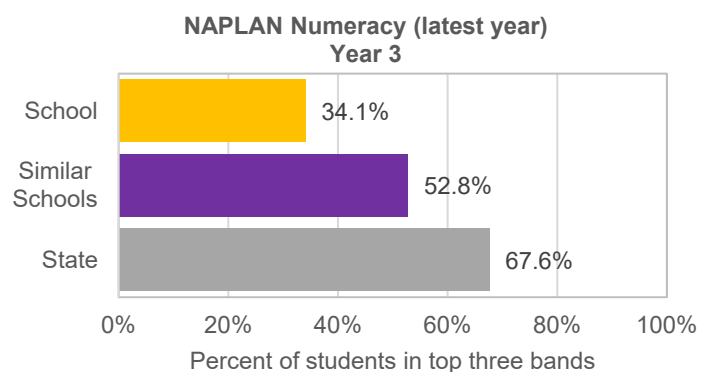
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	50.6%	52.4%
Similar Schools average:	67.7%	67.3%
State average:	76.9%	76.5%



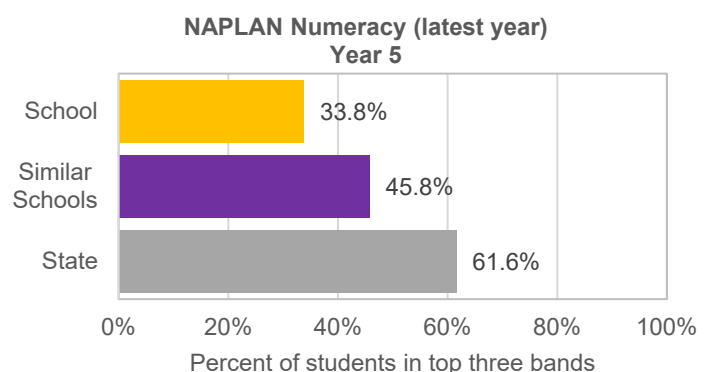
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	49.4%	45.1%
Similar Schools average:	58.3%	54.4%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	34.1%	35.5%
Similar Schools average:	52.8%	54.6%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	33.8%	28.5%
Similar Schools average:	45.8%	44.9%
State average:	61.6%	60.0%



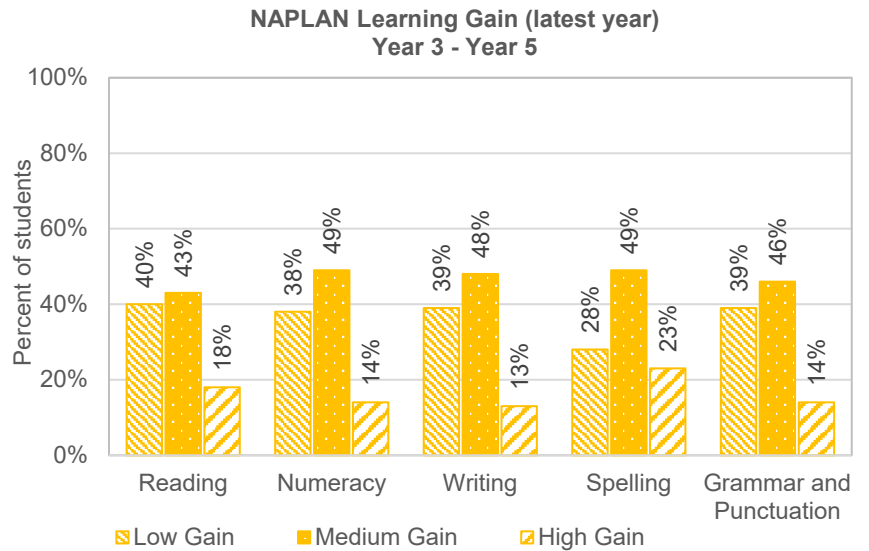
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	40%	43%	18%	19%
Numeracy:	38%	49%	14%	20%
Writing:	39%	48%	13%	21%
Spelling:	28%	49%	23%	24%
Grammar and Punctuation:	39%	46%	14%	20%



ENGAGEMENT

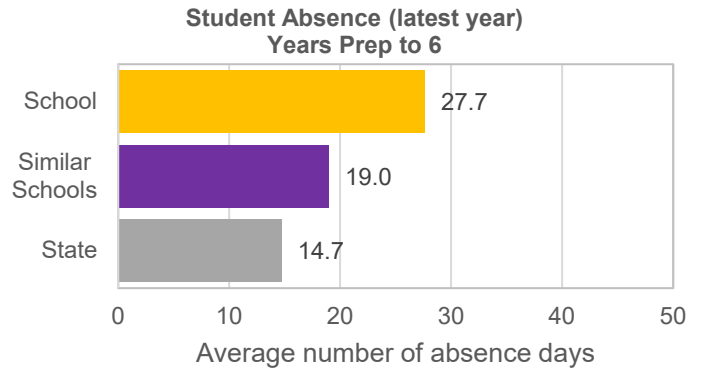
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	27.7	22.8
Similar Schools average:	19.0	18.5
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	84%	84%	88%	87%	86%	86%	87%

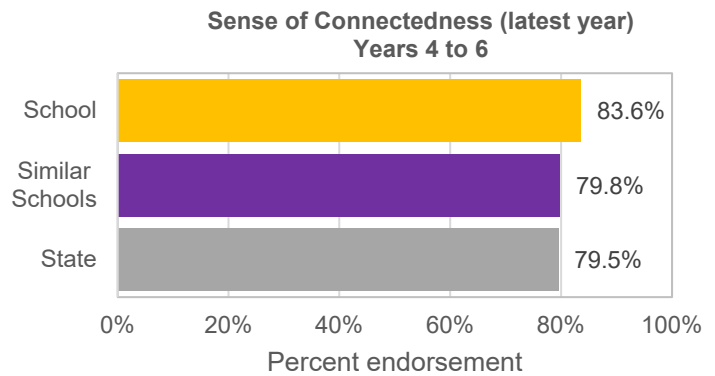
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	83.6%	82.3%
Similar Schools average:	79.8%	80.9%
State average:	79.5%	80.4%

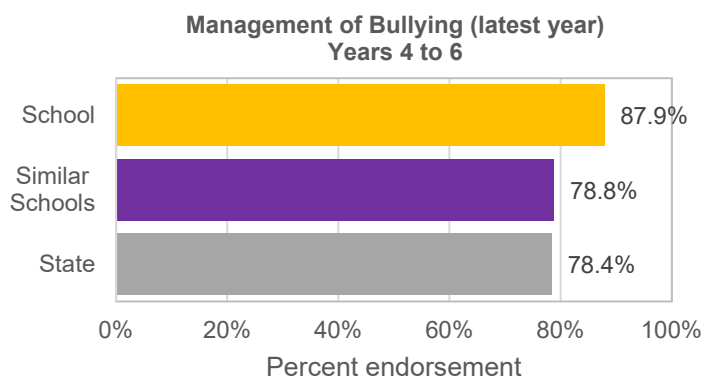


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.9%	86.2%
Similar Schools average:	78.8%	80.2%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$6,413,460
Government Provided DET Grants	\$1,393,402
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$28,941
Locally Raised Funds	\$75,554
Capital Grants	\$0
Total Operating Revenue	\$7,911,357

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,185,940
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,185,940

Expenditure	Actual
Student Resource Package ²	\$6,093,809
Adjustments	\$0
Books & Publications	\$7,303
Camps/Excursions/Activities	\$73,582
Communication Costs	\$15,716
Consumables	\$184,167
Miscellaneous Expense ³	\$20,083
Professional Development	\$41,141
Equipment/Maintenance/Hire	\$126,197
Property Services	\$201,862
Salaries & Allowances ⁴	\$56,449
Support Services	\$627,933
Trading & Fundraising	\$5,631
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$50,646
Total Operating Expenditure	\$7,504,520
Net Operating Surplus/-Deficit	\$406,837
Asset Acquisitions	\$262,942

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$639,183
Official Account	\$87,327
Other Accounts	\$0
Total Funds Available	\$726,510

Financial Commitments	Actual
Operating Reserve	\$203,652
Other Recurrent Expenditure	\$2,833
Provision Accounts	\$0
Funds Received in Advance	\$61,626
School Based Programs	\$546,942
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$45,906
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$860,959

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.