

2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 April 2024 at 01:11 PM by Michelle Costa (Principal)

- This 2023 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 29 April 2024 at 04:22 PM by Deborah Warren (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Melton West Primary School is 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. However, we continue to have a transient student population, with over 100 students exiting or enrolling throughout the year.

Our mission is to work collaboratively to ensure high levels of learning for all. Our school vision is to create an inclusive learning community where students, families and staff collaborate to celebrate diversity, nurture curiosity, and encourage each other to achieve and grow as life-long learners. Our school's values will support us working together to achieve our goals: Communication; Honesty; Kindness; Resilience; Respect and Teamwork.

In 2023, our enrolment was 550 students. We had 23 classrooms, with 4 classes of Year Prep (Foundation), 4 Year 1 classes, 3 Year 2 classes, 4 Year 3 classes, 3 Year 4 classes and 6 Year 5/6 classes. The student population was made up of the following student cohorts: 168 - English as Additional Language (EAL); 44 - Aboriginal and Torres Strait Islanders; 37 - receiving additional funding from the Program for Students with Disabilities. The school's SFOE was 0.5888, placing it in the high band level.

By the end of 2023, the staffing profile was made up of 44 teacher class employees and 1 paraprofessional employee (39.8 EFT) including:

- 3.0 (EFT) principal class,
- 1.2 (EFT) leading teachers,
- 2.6 (EFT) learning specialist
- 1.0 (EFT) Mental Health in Primary Schools teacher
- 0.6 (EFT) attendance and engagement officer

As well as 34 education support staff (25.37 EFT), including:

- 1.0 (EFT) business manager
- 3.0 (EFT) administration staff
- 1.6 (EFT) first aid officers,
- 0.6 (EFT) community engagement officer
- 1.0 (EFT) maintenance person
- 14.47 (EFT) supporting students in classrooms
- 2.21 (EFT) inclusion and engagement support

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we garnered the staff's willingness to work collaboratively, planning and supporting each other, by providing time within the timetable to work collaboratively in professional learning teams, alongside coaches and consultants. This ensured we were able to continue to focus on student learning. Our success in monitoring and identifying individual student needs was enhanced by continuing to develop staff's data literacy skills to be able to use data effectively.

Once our team leaders were released from fulltime teaching duties, they continued to coach and mentor, including modelling and observing teacher practice, as they each led a team of teachers, focussing predominantly on intensive support for graduate, international and Permission to Teach teachers. Consultants continued to work with staff at the planning level, as well as modelling practices in the classroom.

Our team planning documentation continued to develop and build on the work from previous years, ensuring our guaranteed and viable curriculum aligned to the Victorian Curriculum, whilst meeting the needs of the cohort of students. We continued to incorporate a deliberate focus on the High Impact Teaching Strategies.

Our leadership team participated in the PLC Core Learning professional learning suite, which helped to further refine our use of the Professional Learning Cycle (PLC) model investigating and learning about which teaching practices made a difference. Teams also continued to receive ongoing professional learning from one of our consultants around this area.

We continued to provide new staff training in a commercial phonics program, which they were able to use to support the children's fundamental skills in phonics as a precursor and integral part of learning to read.

Our middle leaders participated in professional learning around coaching, in order to upskill them as they moved into their new role of teaching and learning coaches.

The school also participated in the Differentiated School Support Initiative, which has our teaching partners work closely with Principal Class and middle leaders on curriculum documentation, refining team planning, as well as coaching the middle leaders in their role.

Wellbeing

In 2023, we continued working with the Regional School Wide Positive Behaviour (SWPB) consultant for the first half of the year and focussed on developing staff's knowledge and understanding of the Classroom Systems component. The team was able to implement the professional learning plan developed in 2022. The team continuously and systematically reviewed and updated the school matrix and behaviour response continuum as required. The SWPB team, along with the Assistant Principal completed additional training around Tier 2 practices, building on from the Tier 1 classroom practices training.

We continued to implement and teach the Respectful Relationships curriculum, as part of the social emotional curriculum, alongside the teaching of emotions, and self-regulation, within classrooms as well as in individually or small group settings.

We continue to train all new staff in trauma-informed practices, as we have been since 2016. This ensures that all staff are aware of how to support students who have experienced trauma and help them focus on learning, whilst supporting their unique needs.

The school continued to work closely with a range of agencies to support individual students and their families.

We continued our involvement in the Mental Health in Primary Schools project. The teacher allocated continued her involvement with the Community of Practice in this area and provided professional learning to staff by identifying the wellbeing needs of students and how to respond effectively. We also trialled the use of a wellbeing survey for students so their wellbeing needs could be visible and tracked throughout the year.

Engagement

We have continued to support the 1:1 iPad program across the school to help engage students with their learning. These devices are used in a myriad of ways, during learning is authentic and so students have a range of opportunities to demonstrate their learning as well as learn through a variety of apps, including reading and numeracy.

We offered a range of lunchtime activities for students to be involved in such as sport, art and technology clubs. Our Koori students continued to be offered the opportunity to meet regularly as a group and explore various indigenous themes, including art, history through guest speakers and special guests.

We continued regularly surveying the students to get feedback about their learning and whether their teachers were meeting their expectations in terms of their learning experiences. Teachers used this data to set a goal to work on, with an important element of sharing this with their students. We also trialled the wellbeing component of this survey and found it to be beneficial in identifying the needs of the students.

A strategy we introduced in order to help improve our attendance rates was to employ a teacher as an Attendance and Engagement Officer (A&EO). Part of their role was to track attendance carefully, on a weekly basis, to identify potential long term absences as quickly as possible. The A&EO would contact parents and carers as required holding regular SSGs and support meetings. The A&EO also promoted the importance of attendance with the students, sharing data with the school at weekly whole school

assemblies, acknowledging weekly winners. To further increase attendance, the class with the highest attendance rate per term were offered an end of term treat.

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.

Other highlights from the school year

Throughout 2023, we provided a range of excursions, including visiting the Melbourne Museum, CERES and Dream City. A 3-day camp to Kangarooie was available for year 3/4 students and the year 5/6 students were invited to attend a 5-day camp to Canberra.

We hold weekly assemblies where each class has the opportunity to perform in front of their peers, where students receive awards in recognition of them working towards our school values, where SWPB messages are shared and encouraged, and attendance and home reading milestones are acknowledged.

Our school grounds continued to be upgraded, with a Yarning Circle beautifully created under a large gum tree and the steps to the BER made safe with fencing and landscaping.

Financial performance

Melton West Primary School finished the 2023 year with a \$1,498,236 Operating Surplus. This is a result of having a strong Credit Surplus due to recruitment shortages employing staff.

Our financial position has improved on 2022. However, due to high staff shortages our CRT expenditure significantly increased in 2023 resulting in an increase of our Operating Reserve by approximately \$100,000. We again increased our Asset Acquisitions by \$69,464 and carried forward as a Financial Commitment \$24,950 with our commitment of our sandpit being constructed over the 2023/2024 school holidays.

A landscaping tender was approved by School Council in 2022 with a contract in place which will carry over to 2024 to further improve our grounds & facilities.

We continue to have contractual arrangements with our Literacy and Numeracy consultants which is funded by our Equity monies.

We also continue with our contractual arrangement (Tender) for our Student Counselling and Guidance with a private company, which is also funded by our Equity monies, and we continued to engage external Speech Therapists due to lack of success in our efforts to recruit. This too is also funded by our Equity monies.

We continue to train and grow our new staff with Trauma Informed Practices from our Mental Health funding along with engaging providers from the Mental Health and Wellbeing Toolkit.

We received sporting grants which provided extra sporting equipment and programs for our students.

Our Fundraising continued in 2023 making a profit of \$8,751 which we carry over as a Financial Commitment in 2024.

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 2.0 (FISO 2.0).

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 533 students were enrolled at this school in 2023, 247 female and 286 male.

31 percent of students had English as an additional language and 8 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).

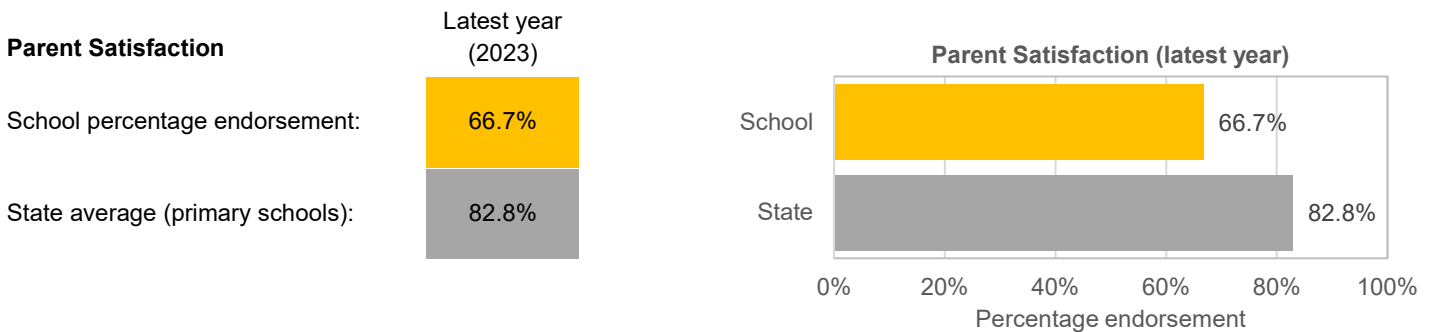
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

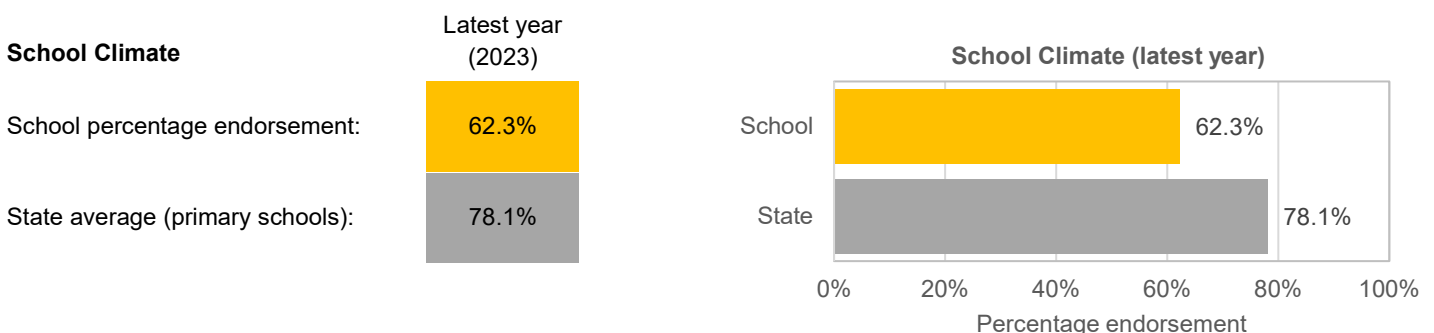


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

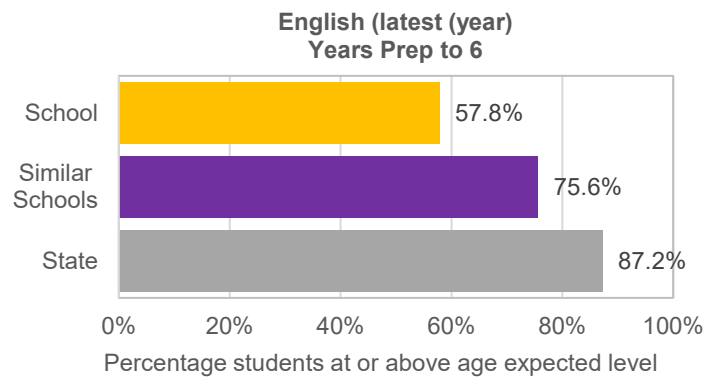
57.8%

Similar Schools average:

75.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

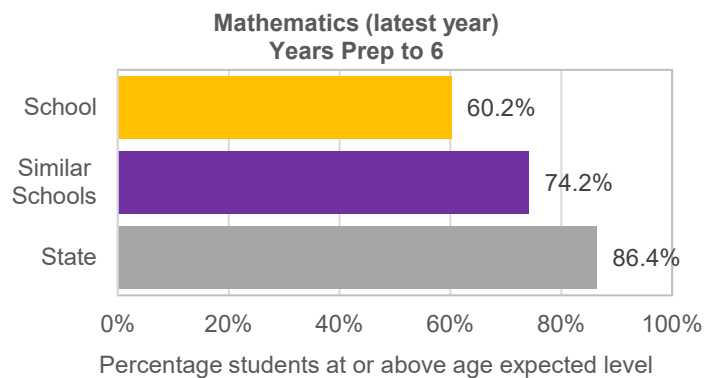
60.2%

Similar Schools average:

74.2%

State average:

86.4%



LEARNING (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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

45.2%

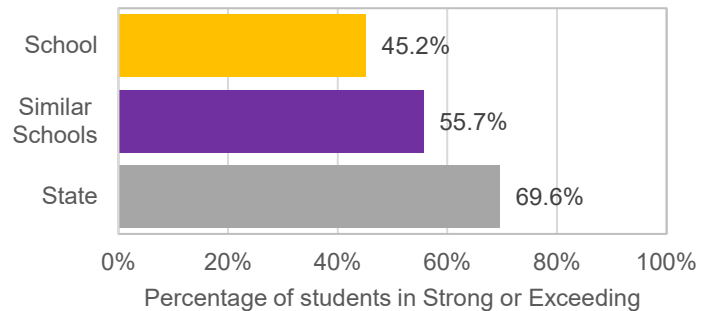
Similar Schools average:

55.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

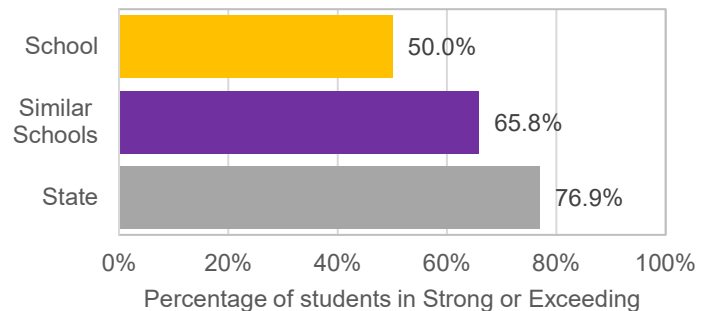
Similar Schools average:

65.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

32.4%

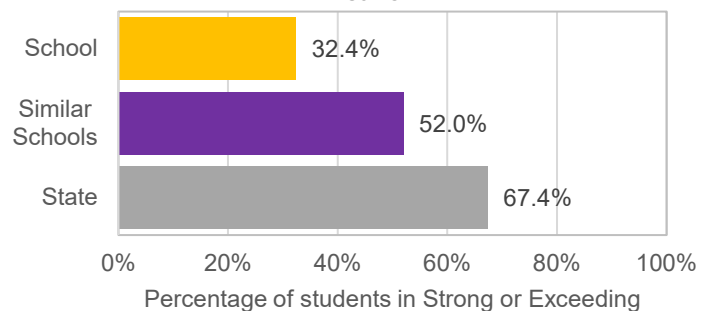
Similar Schools average:

52.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

36.7%

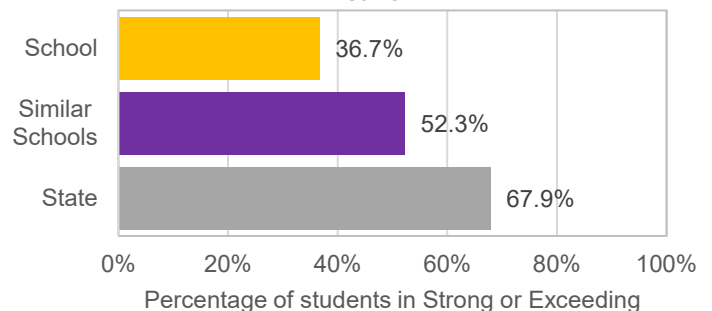
Similar Schools average:

52.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

57.1%

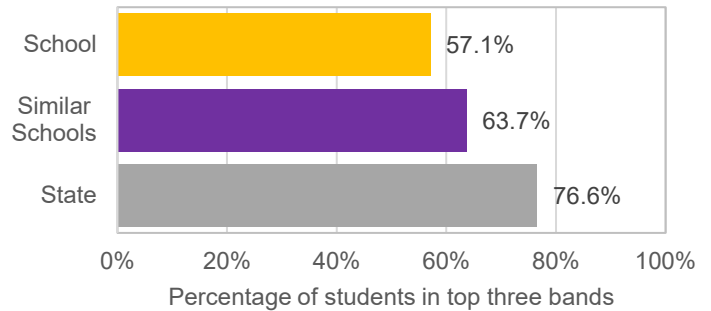
Similar Schools average:

63.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

42.4%

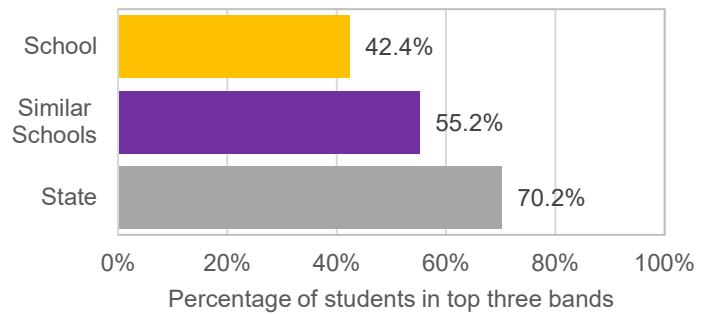
Similar Schools average:

55.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

20.0%

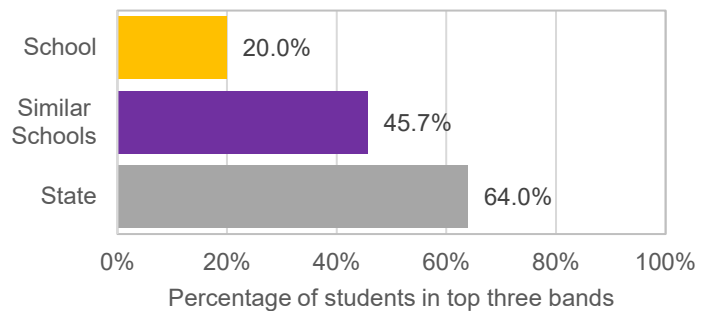
Similar Schools average:

45.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

15.4%

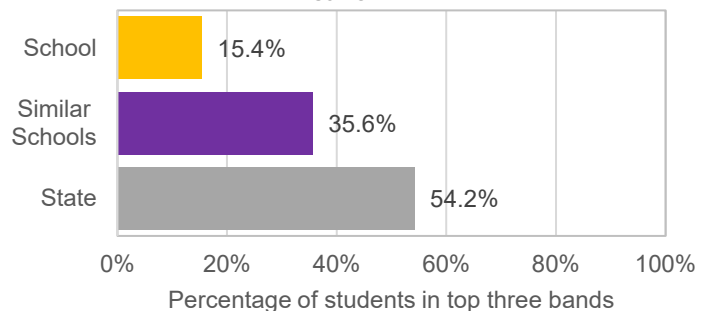
Similar Schools average:

35.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

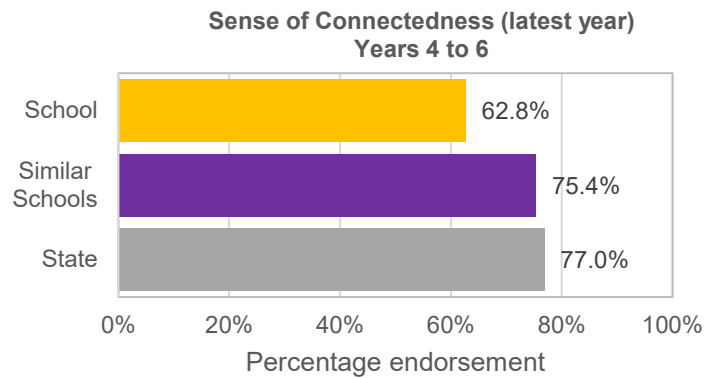
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	62.8%	74.2%
Similar Schools average:	75.4%	76.8%
State average:	77.0%	78.5%

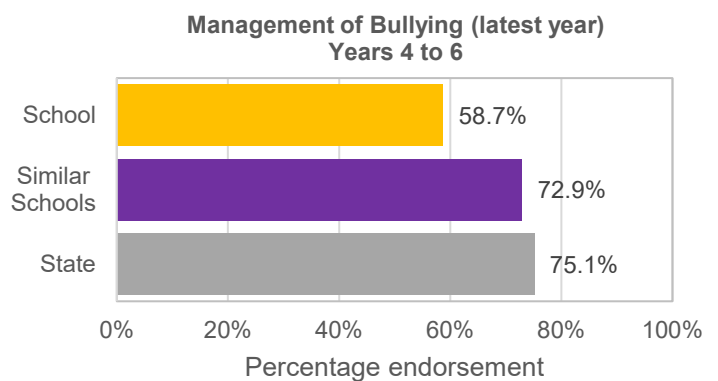


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	58.7%	74.7%
Similar Schools average:	72.9%	75.0%
State average:	75.1%	76.9%



ENGAGEMENT

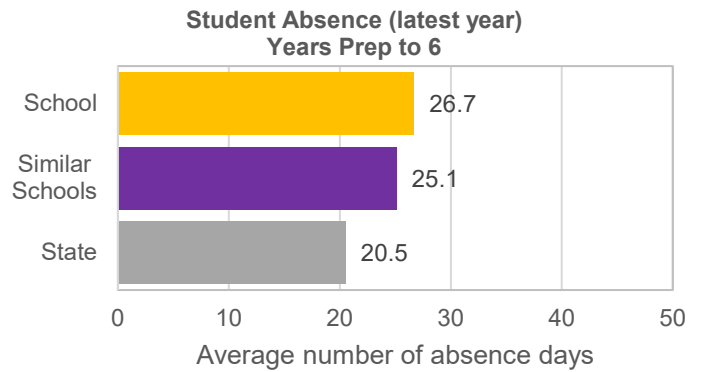
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	26.7	28.3
Similar Schools average:	25.1	23.0
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	86%	84%	86%	86%	89%	86%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$6,923,892
Government Provided DET Grants	\$1,711,470
Government Grants Commonwealth	\$11,235
Government Grants State	\$0
Revenue Other	\$24,025
Locally Raised Funds	\$134,682
Capital Grants	\$4,830
Total Operating Revenue	\$8,810,135

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,228,377
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,228,377

Expenditure	Actual
Student Resource Package ²	\$5,736,889
Adjustments	\$0
Books & Publications	\$3,405
Camps/Excursions/Activities	\$142,527
Communication Costs	\$6,758
Consumables	\$129,149
Miscellaneous Expense ³	\$12,545
Professional Development	\$24,562
Equipment/Maintenance/Hire	\$66,224
Property Services	\$119,589
Salaries & Allowances ⁴	\$126,834
Support Services	\$881,877
Trading & Fundraising	\$12,972
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$43,737
Total Operating Expenditure	\$7,307,069
Net Operating Surplus/-Deficit	\$1,498,236
Asset Acquisitions	\$69,464

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$294,743
Official Account	\$51,380
Other Accounts	\$0
Total Funds Available	\$346,122

Financial Commitments	Actual
Operating Reserve	\$244,315
Other Recurrent Expenditure	\$22,951
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$97,780
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,751
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$24,950
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	\$398,748

All funds received from the Department of Education, 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.