

# 2024 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 16 April 2025 at 03:31 PM by Michelle Costa (Principal)

- As executive officer of the school council, I attest that this 2024 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 05 May 2025 at 10:52 AM by Michelle Costa (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## 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 rapidly developing area, the catchment area for Melton West Primary School has no capacity for new housing development. This means that our student numbers are beginning to reduce, after having remained stable over the past few years. Another noteworthy factor is the number of rental properties within our area, which impacts student mobility. Our student population has over 80 students exiting or enrolling throughout the year, as families move in and out of the area.

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 of communication, honesty, kindness, resilience, respect and teamwork support our school community to work together to achieve our goals.

In 2024, our enrolment was 533 students. We had 22 classes, with four classes of Year Prep (Foundation), seven Year 1/2 classes, six Year 3/4 classes and five Year 5/6 classes. The student population was made up of the following student cohorts: 32% - English as Additional Language (EAL); 8% Aboriginal and Torres Strait Islanders and 6% receiving funding from the Program for Students with Disabilities. The school's SFOE placed the school in the high band level.

By the end of 2024, the staffing profile was made up of 38 teacher class employees (32.18 EFT) and 32 education support staff (23.29 EFT). The school has faced significant staff movement over several years. In 2024, 12 teacher class began either at the start of the school year, or during 2024, with 11 teacher class employees leaving throughout the year. Similarly, out of the 23-classroom based Education Support Staff, 6 started during 2024 and only 8 had been at the school for 2 years or more.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2024 staff continued to work collaboratively planning, using data and supporting each other in their teams. A range of school structures enabled this teamwork, including protected time within the school day for staff to meet and work together. School-based coaches and external consultants worked closely with teams and individual teachers to build their knowledge and skills to really understand the next level of learning for individual and small groups of students. This ensured teams were able to continue to focus the work on student learning. Our success in monitoring and identifying individual student needs was further enhanced by developing staff's data literacy skills.

This enabled teachers to use data effectively, understanding the assessment practices and differentiate the learning.

Our team leaders continued to develop their ability to coach and mentor others, including modelling and observing teacher practice. Each team leader led a team of teachers, focussing predominantly on intensive support for graduate, international and Permission to Teach teachers. External Numeracy and Literacy Consultants continued to work with staff at the planning stage, and 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 and the High Impact Wellbeing Strategies.

We provided 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 how to read.

Our work in supporting staff in developing their understanding of data literacy and effective classroom strategies has not yet been reflected in the school's NAPLAN data. Whilst this is disappointing, it provides a catalyst for us as a school to focus our efforts and continue to prioritise developing staff.

Despite the work of all staff, at all levels, our learning results have not yet reflected the focus and effort we have been making towards improving outcomes in this area. We will continue to prioritise learning, alongside wellbeing, into the future. We recognise we have not made the desired progress towards our learning data this year and note our progress to meet the achievement levels of similar schools and State averages will be an area for improvement moving forward, however we plan to continue to review our practices to ensure we see improvement in this area.

## Wellbeing

In 2024, the need to continue working with staff to develop and refine processes and structures around the School Wide Positive Behaviour (SWPBS) framework was evident, due to high staff mobility, both at a classroom teacher and classroom-based Education Support staff level. We continued to deliver relevant professional learning, ensuring all staff understood the importance of a school-wide approach and its links to Positive Classroom Management Strategies.

We continued working with a Behaviour Management consultant, identifying possible solutions to managing complex situations, including establishing a wellbeing space we called the Zen Zone. Creating clear documentation on its purpose and referral process was imperative to its launch and early indicators of success.

We trained all new staff in trauma-informed practices, as we have been doing 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.

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.

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 began using a daily check-in tool for students to identify patterns on which students required individual supports. We need to delve more deeply into this in 2025, to fully utilise the full function, supporting students' emotional wellbeing.

Despite the work of all staff, at all levels, our wellbeing results do not yet reflect the focus and effort we have towards improving these outcomes. However, whilst the wellbeing data is not at the similar schools average, it is close to this level.. This correlates with the strong focus on wellbeing that we had in 2024, and we look forward to seeing improvement in our learning data, now that our wellbeing foundations have been set.

## Engagement

We continued to employ a teacher as an Attendance and Engagement Officer (A&EO). Part of their role was to track attendance on a daily and 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. We also introduced an incentive program, where students with 100% attendance each fortnight were given the opportunity to win a substantial prize. We refer to this as the Golden Ticket Program. The outcome of this incentive was to support and acknowledge students who already have good attendance however further work is required for the cohort of students who have major attendance concerns. Teachers are also acknowledged at assembly for following up absences from their class.

We have continued to support the 1:1 iPad program across the school. This program helps engage students with their learning, as well as provide an appropriate level of adjustment, as required. We offered a range of lunchtime activities for students, 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.

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 2024, we held a range of excursions, including visiting the Museum of Play and Art in Geelong, Sports Museum at the MCG, Adventure Park, and incursions around Democracy, Dr Bethany Tooth Tales, Western Water, St John's First Aid, Fire Education, Drug Safety. We held weekly assemblies where each class had the opportunity to perform in front of their peers.

Students received awards in recognition of demonstrating our school values, SWPBS messages were shared, and attendance and home reading milestones acknowledged.

The major landscaping project which began in 2022 was completed with the refurbishment of the pergola garden and the creation of a new sandpit. Our school grounds and gardens, including the Sensory Garden, provide a warm and welcoming space for learning. Our school has many shaded areas, including playgrounds, providing spaces for children to play throughout the year.

## Financial performance

Melton West Primary School ended 2024 with a \$1,244,324 Operating Surplus, supported by a \$296,129 Credit Surplus and a \$696,651 carry-forward from 2023, mainly due to recruitment delays. Although the surplus is down \$254k from 2023, it remains stable.

Operating Revenue rose by \$361k, driven by a \$227k SRP increase and \$200k in DET Grants (including a \$30k Active Sports Grant), offset by a \$76k drop in locally raised funds due to no camps.

Operating Expenditure rose \$620k, primarily from a \$782k SRP increase (due to more staffing), \$138k in equipment (iPads, servers, TVs, PABX), with reductions in Camps (\$78k), Salaries SLP (\$46k), and Support Services (\$177k).

We continue our contractual agreements for Literacy, Numeracy, and Speech consultants funded by our Equity & DI Tier 2 and our contractual agreement for Student Counselling and providing student resources through Equity funding. Staff development continues with training in Trauma Informed Practices and student wellbeing was catered for through programs available through the Mental Health Toolkit funded by Mental Health allocations.

**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 2024, 260 female and 273 male.

32 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).

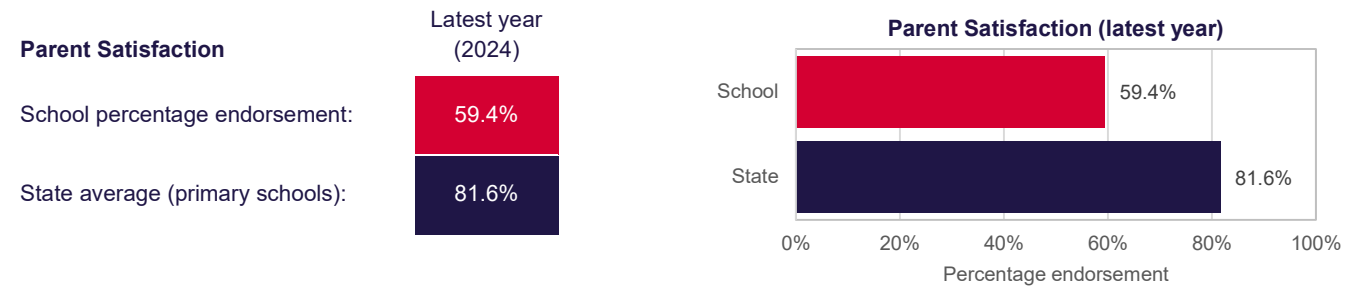
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

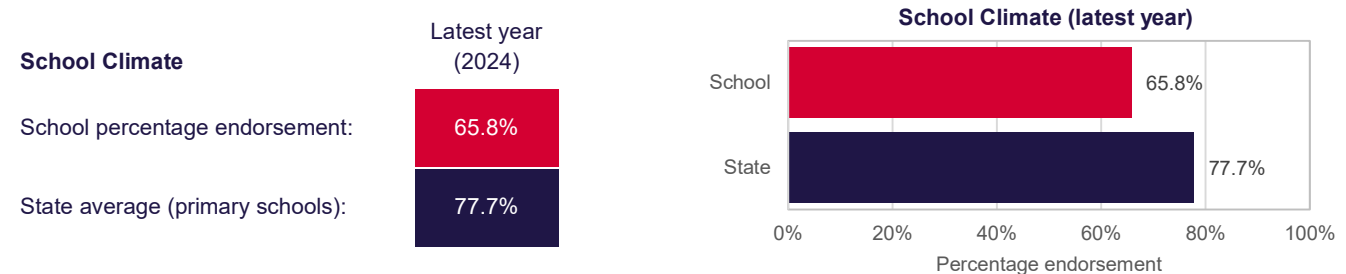


### School Staff Survey

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.

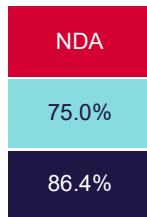
#### English Years Prep to 6

School percentage of students at or above age expected standards:

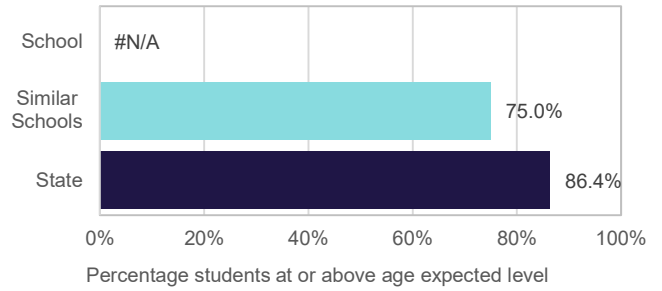
Similar Schools average:

State average:

Latest year  
(2024)



#### English (latest year) Years Prep to 6



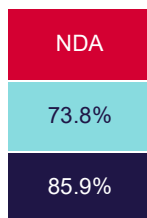
#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

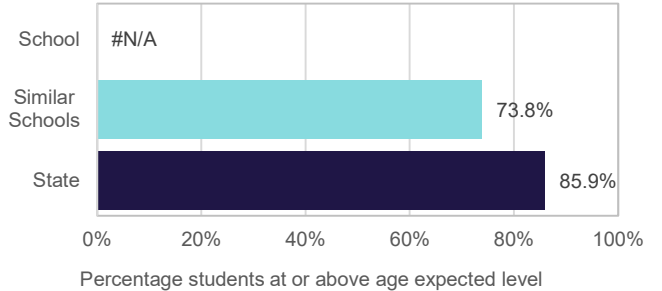
Similar Schools average:

State average:

Latest year  
(2024)



#### Mathematics (latest year) Years Prep to 6



## 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

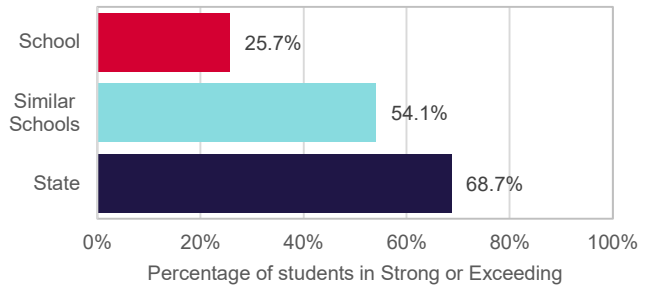
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	25.7%	35.7%
Similar Schools average:	54.1%	55.1%
State average:	68.7%	69.2%

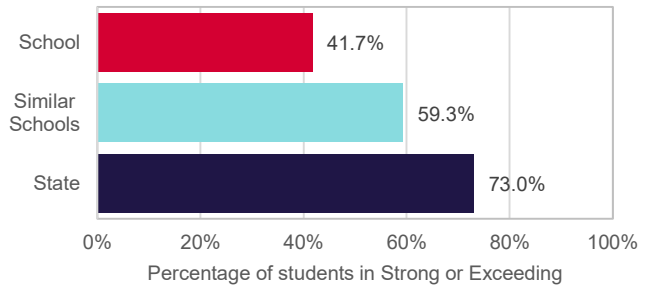
#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	41.7%	46.4%
Similar Schools average:	59.3%	62.4%
State average:	73.0%	75.0%

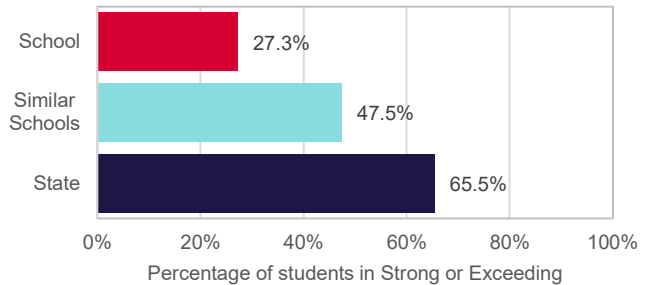
#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	27.3%	29.9%
Similar Schools average:	47.5%	49.4%
State average:	65.5%	66.4%

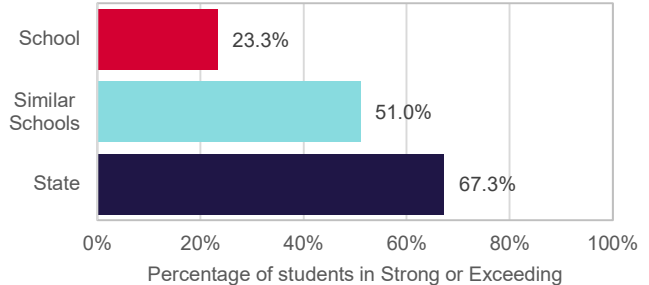
#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	23.3%	30.9%
Similar Schools average:	51.0%	51.2%
State average:	67.3%	67.6%

#### 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.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

57.1%

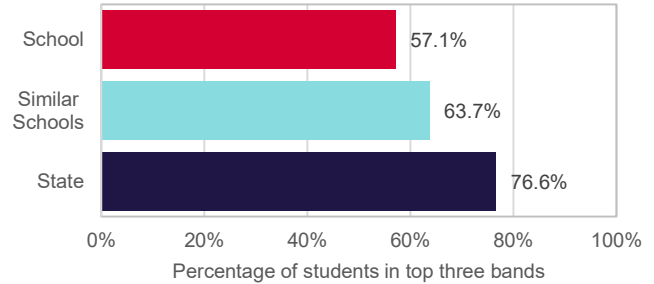
Similar Schools average:

63.7%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

42.4%

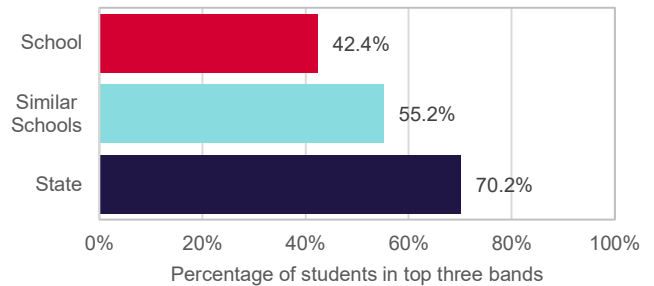
Similar Schools average:

55.2%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

20.0%

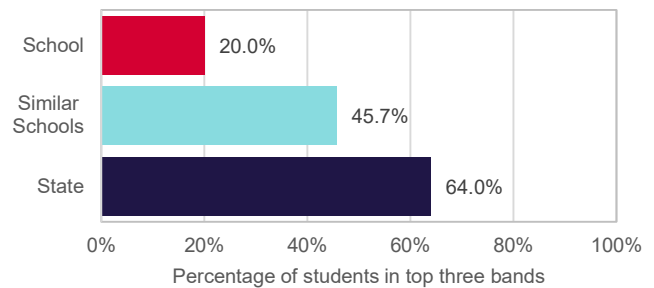
Similar Schools average:

45.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

15.4%

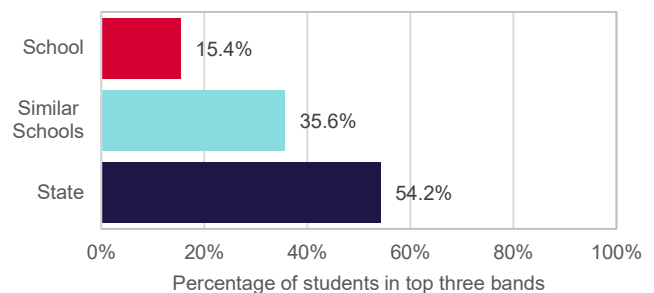
Similar Schools average:

35.6%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

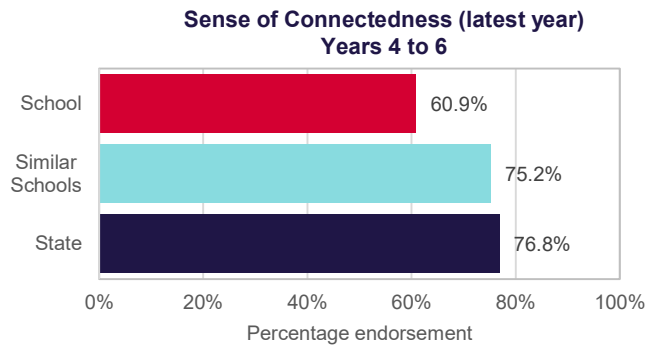
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2024)	4-year average
School percentage endorsement:	60.9%	69.3%
Similar Schools average:	75.2%	76.7%
State average:	76.8%	77.9%

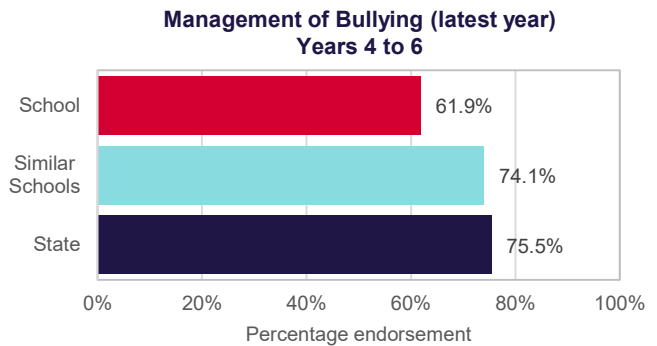


### Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	61.9%	69.8%
Similar Schools average:	74.1%	74.9%
State average:	75.5%	76.3%



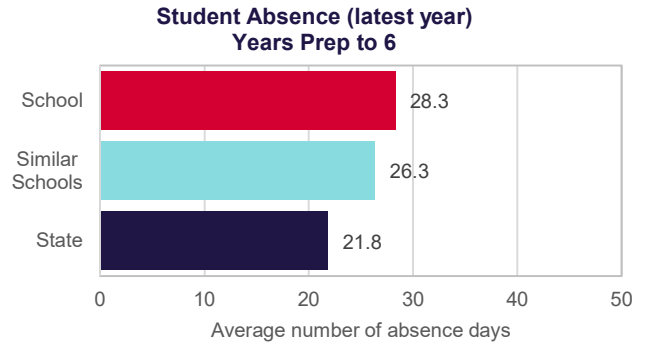
## ENGAGEMENT

**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 (2024)	4-year average
School average number of absence days:	28.3	29.4
Similar Schools average:	26.3	24.5
State average:	21.8	20.1



### 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 (2024):	87%	86%	84%	86%	83%	87%	87%



# Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$7,150,874
Government Provided DET Grants	\$1,911,422
Government Grants Commonwealth	\$11,572
Government Grants State	\$0
Revenue Other	\$38,868
Locally Raised Funds	\$58,649
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,171,385</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,184,034
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,184,034</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,519,241
Adjustments	\$0
Books & Publications	\$3,190
Camps/Excursions/Activities	\$64,847
Communication Costs	\$4,690
Consumables	\$160,391
Miscellaneous Expense <sup>3</sup>	\$10,399
Professional Development	\$26,065
Equipment/Maintenance/Hire	\$204,263
Property Services	\$85,387
Salaries & Allowances <sup>4</sup>	\$81,198
Support Services	\$704,407
Trading & Fundraising	\$13,171
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,812
<b>Total Operating Expenditure</b>	<b>\$7,927,061</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,244,324</b>
<b>Asset Acquisitions</b>	<b>\$161,640</b>

- (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 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$915,682
Official Account	\$76,678
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$992,360</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$235,268
Other Recurrent Expenditure	\$49,367
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$280,657
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,000
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
<b>Total Financial Commitments</b>	<b>\$570,292</b>

*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.*

