

**2015 Annual Report to
the School Community**

Melton West Primary School

School Number: 5036



Name of School Principal:

Michelle Costa

Name of School Council President:

Susanne Hodge

Date of Endorsement:

26th April 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Melton West Primary School is located in the city of Melton, 44 km from the CBD, on the outer fringe of the Western Metropolitan area. Melton is a fast growing community, with new estates recently opened to the north and northwest of the school. The school is in close proximity to two local Secondary College, with which we have strong links. We are also within walking distance to the Melton Waves Pool and the newly refurbished Woodgrove Shopping Centre. We have easy access to buses as part of the public transport system.

Melton West Primary School caters for students from a wide range of cultural backgrounds, including 6% of children from an Indigenous background and 21% of children from 31 different language backgrounds. It had an enrolment of 599 students at the beginning of the 2015 school year, finishing with 606 by the end of the year. 2015 was the first year that enrolments did not increase by the previous average of 8%, which had been the case over the past 4 years. However the school is expected to continue to grow over the coming years. We have a large number of families, approximately 72%, who are eligible for a Health Care Card or Pension Card.

As the Melton West Primary School Community, we are collectively striving to provide a safe and supportive learning environment for all students to achieve their full potential. We do this through an engaging and inclusive curriculum, with high expectations of students as individual learners and thinkers, who become valued members of the wider community. Our motto is: **Moving forward With the Passion to Succeed** and our values are Communication, Respect, Teamwork and Trust all working together to form Positive Relationships with all. We have continued to develop a culture of high expectations across the school, including all stakeholders.

The school is made up of Prep classes and composite 1/2, 3/4 and 5/6 classes. The classes are organised into teams, which are led by team leaders, with teaching experience ranging from 3 years to 7 years. The Team Leaders are intensively coached by the Literacy and Numeracy Teaching and Learning Coaches.

This school has 54.56 equivalent full-time staff: 3 Principal class, 33.4 teachers and 18.16 Education Support Staff.

We offer a comprehensive curriculum, including the specialist subjects of Science, Physical Education and Art. Indonesian was introduced at the Prep level during 2015 and taught to all children from Years Prep to Year 2. We have continued to work with the Wurundjeri Council through VAEAI to establish the local Indigenous language, WoiWurrung, as our LOTE for 2016 and beyond. We acknowledge the traditional owners of the land at our assemblies and celebrate key events such as Apology Day and Harmony Day. We recognise that all cultures represented at Melton West PS are unique and should be celebrated.

Achievement

Our Achievement results for 2015 are not as good as we expected, considering the structures and supports we have put in place over the past few years, including 2015. We have been working on ensuring there is consistency of practice across the school to reduce the in-school variability through: classroom observations by the Principal Class team, including providing timely feedback to teams and individuals; staff working in Professional Learning Teams where the focus is on learning rather than teaching; the continued development of a guaranteed and viable curriculum to use as part of the teaching and learning cycle, with the use of data and assessment as the core to decision making as to what individual students need to learn next; and a heavy investment in school-based teaching and learning coaches focusing predominantly on Literacy and Numeracy.

During 2015 the school had significant change over in staff, which further emphasized the need for a strong focus on professional development and the urgency of continuing the work on achieving consistent instructional practice across the school. We have been working on identifying the Essential Learnings for our students that guide our planning and our work as a Professional Learning Community.

Participation in NAPLAN is high when compared to the national average. The school is committed to thoroughly analyzing 2015 NAPLAN data and continue to investigate and implement strategies for improvement.

Melton West Primary is an inclusive school. All students with a disability showed progress at satisfactory or above in achieving their individual goals.

Engagement

Melton West primary School has introduced a number of measures to address its high absenteeism, however there are 35 students, which makes up 6% of the total student population, who have a very low attendance rate. This 6% of our student population had an average attendance of just 52% during 2015 and of these students 4 had an attendance rate of less than 35%. For this extreme group of truants, we made regular phone calls and home visits and engaged outside agencies to support these families and to help us make connections with them to best determine how we could reengage them with school.

We have a clear process for addressing absenteeism, which is overseen by our Primary Welfare and Community Engagement Officers. They contact or visit families after teachers have made initial phone calls following 3 days of absences. We also introduced the Academic Success Guarantee during 2015 to encourage families to increase their child's attendance rate to be eligible to receive additional literacy intervention to that available within the classroom. Children chosen to be part of the newly introduced Fountas & Pinnell Levelled Literacy Intervention Program were guaranteed a continued spot if they increased or maintained an attendance rate of 90% or better. This had a particular positive impact at the Year 4 level, although it was available for all students from Years 1 to Year 6.

We communicate with our school community regularly the importance of coming to school through our newsletters and termly celebrations, acknowledging 100% attendance with Vivo points and certificates presented each term at assembly.

Through our Curriculum Showcases which are held each term to highlight our Inquiry Units, the children are able to share with their parents the world knowledge and aspects of 21st century learning.

Wellbeing

Our students' Connectedness to School remains similar to schools with similar characteristics. In 2015, we continued to support teachers and individual students experiencing social difficulties, including with friendship groups. We offer small group intensive teaching of social skills for our students in most need. Individual Learning Plans were written for all students at risk in a range of areas including for students requiring extension, support, from an indigenous background, in out-of-home care and PSD students, as well as behavioral concerns.

Our Student Leaders' profile has continued to grow and develop across the school, with more children provided with the opportunity to be a leader within the school as House and Sport Captains. Our School Captains and Vice-Captains attended a statewide student leaders' conference. We have continued to develop opportunities for Student Voice through having student leaders, including Junior School Council members, as a member of the staff selection panel and attending School Council meetings.

The School Wide Positive Behaviors Matrix was launched in 2015 which included the introduction of a whole school reward system which encourages positive behaviours. We have identified a range of strategies and a team approach to support students with the most challenging behavioural needs.

Our Learning environments are inviting and orderly and staff demonstrate a genuine caring attitude towards the students. The students are reporting they feel consulted and respected by the teachers. The School Values are predominantly displayed in every classroom and around the school and are unpacked with the students so they know what they mean. They also form part of the School Wide Positive Behaviour Support that was introduced this year, acting as a framework to have restorative conversations with students.

Productivity

In 2015 the effective allocation of financial, physical and human resources to achieve the best learning, social and emotional outcomes for students was accomplished.

The staffing profile include a large number of Education Support staff who support students funded under the Program for Students with Disabilities, as well as others who are not eligible. This profile incorporates school based Teaching and Learning coaches who support teachers to develop their capacity.

Professional Development for staff is incorporated into our weekly meeting schedule and our work as a Professional Learning Community ensures staff are continually developing their understandings through their

school based colleagues. Staff also had the opportunity to attend external professional learning opportunities, including Bastow Courses focussed in developing leadership skills. Our second year association with the University of Melbourne Network of Schools has continued to provide a strong connection to a number of schools from a range of educational sectors.

Our leadership team meets fortnightly, where discussions around how to improve teacher practice and capacity within their teams is the major focus of discussion, including Marzano's High Probability Strategies and working as a Professional Learning Community in which collective responsibility, collaboration and a focus on results are the emphasis. Time for team planning was increased from mid-year, with all teams meeting in a common location so that the Teaching and Learning Coaches and the Principal Class can offer support to any team as required. The Assistant Principals made regular classroom visits, and provided timely and effective feedback to determine where support was needed and to look for evidence of consistency of practice.

School based curriculum documentation, the Assessment Schedule and Meeting schedule are all aligned to ensure teachers know and understand the work of the school. This involves the recording of individual student data to monitor individual progress, providing interventions both within the classroom and through intervention programs such as the Fountas & Pinnell Literacy Intervention program. To ensure the program's maximum effectiveness is achieved, students whose attendance is at 95% or more are prioritised for the intervention program.

Our Education Support Staff are led by the Assistant Principal and meet fortnightly. These meetings have a professional learning focus and offer a direct form of communication.

Program budgets are reviewed and adjusted annually to meet the needs of the school and DET initiatives.

For more detailed information regarding our school please visit our website at
<http://www.meltonwestps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 599 students were enrolled at this school in 2015, 301 female and 298 male. There were 21% of EAL (English as an Additional Language) students and 6% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



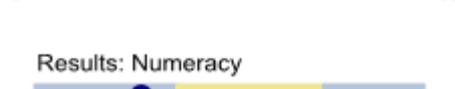
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
Result for this school: ● Median of all Victorian government primary year levels:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

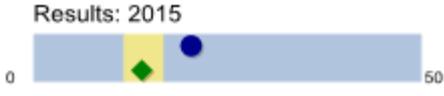
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>49%</td> <td>35%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>49%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>48%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>37%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>59%</td> <td>9%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	49%	35%	16%	Numeracy	33%	49%	18%	Writing	39%	48%	14%	Spelling	37%	37%	26%	Grammar and Punctuation	33%	59%	9%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>88 %</td> <td>89 %</td> <td>90 %</td> <td>92 %</td> <td>89 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	88 %	89 %	90 %	92 %	89 %	90 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	88 %	89 %	90 %	92 %	89 %	90 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

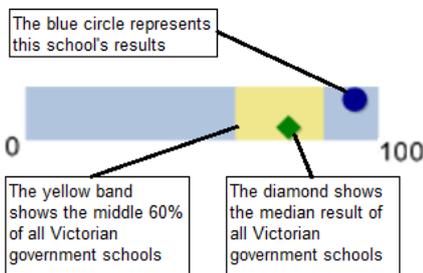
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

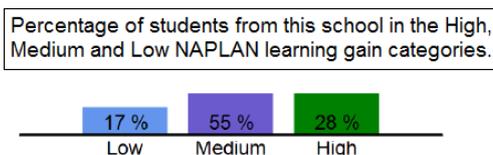
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

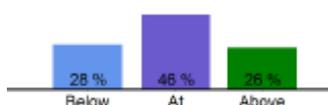
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$4,405,467
Government Provided DET Grants	\$1,079,216
Government Grants Commonwealth	\$2,700
Government Grants State	\$6,120
Revenue Other	\$44,643
Locally Raised Funds	\$148,078
Total Operating Revenue	\$5,686,225

Funds Available	Actual
High Yield Investment Account	\$423,440
Official Account	\$16,191
Other Accounts	\$400,115
Total Funds Available	\$839,745

Expenditure	
Student Resource Package	\$4,339,913
Books & Publications	\$8,368
Communication Costs	\$9,672
Consumables	\$135,909
Miscellaneous Expense	\$309,645
Professional Development	\$47,931
Property and Equipment Services	\$312,066
Salaries & Allowances	\$73,035
Trading & Fundraising	\$28,514
Utilities	\$29,284

Financial Commitments	
Operating Reserve	\$141,633
Asset/Equipment Replacement < 12 months	\$29,172
Capital - Buildings/Grounds incl SMS<12 months	\$86,725
Maintenance - Buildings/Grounds incl SMS<12 months	\$51,663
Revenue Received in Advance	\$54,052
School Based Programs	\$35,500
School/Network/Cluster Coordination	\$41,000
Capital - Buildings/Grounds incl SMS>12 months	\$400,000
Total Financial Commitments	\$839,745

Total Operating Expenditure **\$5,294,338**

Net Operating Surplus/-Deficit **\$391,887**

Asset Acquisitions **\$34,420**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

\$400,000 of our funds available is committed to the building fund with the aim of increasing this by \$200,000 per year towards the eventual construction of our school gym. We have committed \$29172 to new classroom furniture, \$86726 to other building and maintenance work including maintenance painting to the students' toilets, the corridors in A and B blocks and the canteen, renovation of the Multi Purpose room and installation of Split Systems in the meeting room and the offices in the portables and one replaced in the back of the library. \$35500 is the fundraising carry forward from 2014 and 2015. \$34600 is carried forward from our KISWPB grant and \$3000 from our Wurundjeri Gap Grant with projects underway in 2016.