

2017 Annual Report to the School Community



School Name: Melton West Primary School

School Number: 5036



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 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

Signed 03 April 2018 at 10:14 AM by Michelle Costa (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

Signed 10 April 2018 at 02:05 PM by Janet Young (School Council President)



About Our School

School Context

Melton West Primary School is a school situated in the outer metropolitan area of western Melbourne. The geographic area is part of a growing region, however the catchment area for this school has been relatively stable over the past 3 years, resulting in a steady enrolment of approximately 600 students. The student population includes a large proportion of students from low socioeconomic backgrounds and a high number of families from a Language Other Than English (LBOTE) background. We have a high transient population with a significant number of students transferring in and out of the school throughout the school year. The level of social disadvantage and high transiency is an ongoing challenge for the school however we are committed to continuing to work on delivering an engaging curriculum program that maximises the learning opportunities for all students to succeed.

The school is made up of 27 classes, with composite classes in years 1&2, 3&4 and 5&6. The specialist classes on offer are Science, Art and PE. The local Aboriginal Language, WoiWurrung, was taught at the Year Prep and Year 1 level in 2017, whilst Indonesian was offered to children in Years 2 to 4. Due to staffing changes and the consequence inability to find suitably qualified staff, both languages were unable to be offered from term 4.

The school's leadership team is made up of 3 Principal Class and 5.6 Leading Teachers, who work intensively with teachers as Teaching and Learning coaches.

During 2017 the school community developed a new School Strategic Plan which included revising and refining our mission and vision statements. Our mission is to work collaboratively to ensure high levels of learning for all and 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 values of communication, respect, trust and teamwork as the core way in which we work together as a community.

Melton West Primary School is committed to continuing our focus on improving outcomes for students through having high expectations for all, a focus on results and in particular the growth gains for all students. The teaching staff together with the Leadership Team will work in collaboration to achieve improved student outcomes. We will ensure the curriculum is engaging and will continue embedding a consistent approach to instructional practice across the school. All staff will maintain high expectations of all students and learning opportunities for both students and staff will enable the school to continue to define itself as a professional learning community.

This school has 60.79 equivalent full-time staff: 3.0 principal class, 37.0 teachers and 20.79 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

During 2017, the two improvement initiatives the school focussed on were Excellence in teaching and learning – Building practice excellence and Positive climate for learning – Setting expectations and promoting inclusion.

For the excellence in teaching and learning initiative we continued our focus of building teacher capacity through refining our work as a PLC. The areas of Reading and Number were identified as a need for focus across the school through a student-centred coaching model. Our focus on training all teaching staff on the Classroom Instruction that Works linked very well with the Department's High Impact Teaching Strategies that were introduced in 2017.

For the positive climate for learning initiative we ensured all new and returning staff were trained in the Berry St Education Model and staff continued to implement strategies helps children to be more ready to learn and helps them to deescalate. We have a more consistent use of language across school, however need to embed the strategies more consistently across all areas of the school. Attendance continues to be an ongoing concern with the focus in 2017 on unexplained Absences.



Achievement

Our Achievement results for 2017 have shown they are lower than similar schools for Year 3 NAPLAN Reading and Numeracy and similar for Year 5 Reading and Numeracy. The NAPLAN Learning Gain shows that we need to place greater emphasis on achieving high growth for all areas, although Reading was where we made the highest gain. During 2017 we continued to ensure consistency of practice across the school through coaching using Leading Teachers and Consultants, with the aim to reduce the in-school variability and ensure more consistency of practice and language across classes, which should have a positive impact on the student learning over time.

During 2017 the school continued to experience a changeover in staff, although this was less than in previous years. The need to support and induct the new staff into the ways in which teaching and learning is the centre of our work ensured they were able to be productive members of their Professional Learning Teams. This was achieved through ongoing team-based professional development, as well as the use of external training available to all staff.

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 PS has continued to focus on and monitor its absence data with a specific emphasis in 2017 on lowering the unexplained absence data, through using a dedicated staff member to send home notes to families on a weekly basis. The positive effect this had was reducing the number of unexplained absences by almost ½. Another strategy we used in 2017 was for all teaching staff to have a team goal around reducing absenteeism as part of their performance plan, however despite our collective efforts the overall attendance data did not improve greatly and we will continue to focus on this in 2018. We communicate with our school community regularly the importance of coming to school through our newsletters and termly celebrations, acknowledging 100% attendance with certificates presented each term at assembly.

The children continue to share with their parents their Inquiry work through the Curriculum Showcases and Exhibitions held each term, as well as 3-way conferences and student-led conferences as our way of conducting mid-year interviews.

We have continued to reach out to our parent community, inviting them to be part of the learning journey in many forums, including our inaugural Art Show, which was a huge success.

Wellbeing

Our students' Connectedness to School remains similar to schools with similar characteristics. Our students' perception of the management of bullying at the school was also similar to similar schools. During 2017 we continued to support individual students experiencing social difficulties, including friendship groups, resilience groups and the program Seasons for Growth – designed to support students experiencing loss and grief. We continued to offer small group intensive teaching of social skills for our students in most need. All staff have been trained in the Berry St Education Model, which provides us with skills in trauma-informed teaching practices. 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 Learning environments are inviting and orderly and staff demonstrate a genuine caring attitude towards the students. 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 and eSmart Leaders. Our School Captains and Vice-Captains attended a statewide student leaders' conference. We have continued to strengthen Student Voice and collaborative decision making through providing opportunities for students to work with staff on selection panels and attend School Council Meetings.

For more detailed information regarding our school please visit our website at <http://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 602 students were enrolled at this school in 2017, 320 female and 282 male.</p> <p>32 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>42%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>54%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>57%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>57%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>43%</td> <td>49%</td> <td>8%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	42%	20%	Numeracy	34%	54%	12%	Writing	31%	57%	12%	Spelling	28%	57%	15%	Grammar and Punctuation	43%	49%	8%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <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>89 %</td> <td>90 %</td> <td>89 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	88 %	89 %	89 %	90 %	89 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	88 %	89 %	89 %	90 %	89 %	91 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

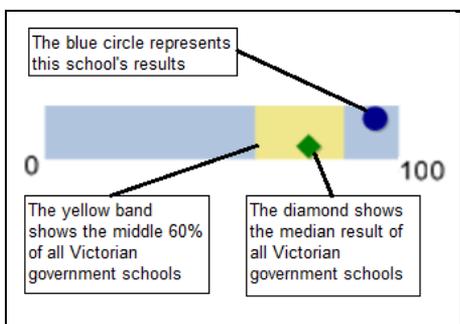
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

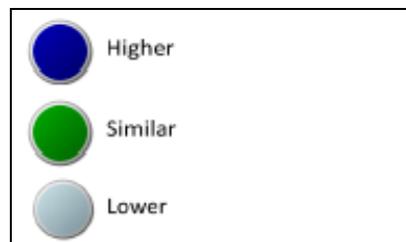


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

Melton West PS has recorded a surplus of almost \$40000 in 2017. The surplus was used to engage intervention and coaching staff to support teaching and learning initiatives. The demographic of our staff allows more flexibility in staffing arrangements in the school with a focus on reducing class sizes. Surplus will be directed to the refurbishment of Building B when the asbestos gets removed as part of the Master Plan. The Equity funding we receive has been used to ensure all staff have participated in the professional development for Trauma Informed Teaching, as well as consultants who coach our teaching staff to maximise learning opportunities for our students.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,460,284	High Yield Investment Account	\$1,033,010
Government Provided DET Grants	\$1,359,946	Official Account	\$5,689
Government Grants Commonwealth	\$5,400	Other Accounts	\$439,269
Revenue Other	\$34,825	Total Funds Available	\$1,477,968
Locally Raised Funds	\$69,473		
Total Operating Revenue	\$6,929,928		
Equity¹			
Equity (Social Disadvantage)	\$1,112,185		
Equity Total	\$1,112,185		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,323,139	Operating Reserve	\$181,554
Books & Publications	\$2,306	Maintenance - Buildings/Grounds incl SMS<12 months	\$30,000
Communication Costs	\$7,780	Revenue Receipted in Advance	\$28,000
Consumables	\$195,887	School Based Programs	\$32,080
Miscellaneous Expense ³	\$486,418	Provision Accounts	\$1,256
Professional Development	\$55,137	Repayable to DET	\$25,360
Property and Equipment Services	\$355,238	Asset/Equipment Replacement > 12 months	\$100,000
Salaries & Allowances ⁴	\$57,962	Capital - Buildings/Grounds incl SMS>12 months	\$400,000
Trading & Fundraising	\$18,169	Maintenance -Buildings/Grounds incl SMS>12 months	\$679,718
Utilities	\$35,640	Total Financial Commitments	\$1,477,968
Total Operating Expenditure	\$6,537,677		
Net Operating Surplus/-Deficit	\$392,251		
Asset Acquisitions	\$6,577		

(1) The Equity funding reported above is a subset of overall revenue reported by the school (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process. (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges. (4) 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.