

2017 Annual Report to the School Community



School Name: Meadows Primary School

School Number: 5524



- 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.

Attested on 03 May 2018 at 07:19 AM by Anthony Potesta (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.

Attested on 15 May 2018 at 01:18 PM by Brad Coath (School Council President)



About Our School

School Context

Meadows Primary School is located in residential Broadmeadows in the North West Victorian Region (NWVR). Meadows has an Early Learning Centre (Kindergarten) and a Community Hub on site which provide opportunities for a transition into the school.

Enrolment fluctuated over the 2017 school year, ranging anywhere from 277 – 303 students. Historically, the school has been a transient school, with families moving in and out of the area due to their refugee status and/or living in government housing. The average Student Family Occupation (SFO) density of the student population in 2017 was .83. The SFOE for 2017 was .68. There are 27 language backgrounds other than English, with 78% or 230 students recognized as EAL. The school received Equity (social disadvantage) funding for 214 students. Meadows has an increasing number of families with refugee status and/or new arrivals to Australia. It is often the case that children from these families enter Meadows Primary School with little to no English, have limited exposure to formalised schooling and more often than not, have experienced significant traumatic events in their lives. The school, in conjunction with the community hub, provide programs that support these families to settle in their new home.

School staffing comprised of two Principal class members, three Leading Teachers, 18 fulltime teaching staff, four part time teaching staff, nine teaching support staff, two Integration teacher aides, two Multi-cultural teacher aides and one ancillary support member. Specialist classes consist of physical education, visual art, performing arts and science.

Meadows Primary School engages in the School Wide Positive Behaviours Support (SWPBS) framework and believes positive behaviours can be taught. This framework supports students in their decision making and helps teachers to explicitly teach positive behaviours. The school has developed a matrix of expected behaviours and has weekly classes where these behaviours are explicitly taught to students. Our values of Respect, Responsibility and Resilience align to the SWPBS framework.

Meadows Primary School has established successful external partnerships who provide unique opportunities for our students to broaden their experience, skills and knowledge. The partnerships with Melbourne Symphony Orchestra and Stephanie Alexander Kitchen Garden support the diversity of learning opportunities in order to promote the development of our students.

Meadows Primary School aspires to develop literate, numerate and curious students. Through a focus on learning, community engagement and exemplary teaching, we will be recognised by our community as a leading school within the state system.

The school underwent a priority review in 2017 and as such, a new school vision is currently being developed.

Framework for Improving Student Outcomes (FISO)

Meadows Primary School focused on the following priorities from DET's FISO model:

- Building Practice Excellence
- Curriculum Planning and Assessment

These initiatives were selected in response to an audit of the 2016 AIP, student outcomes, staff feedback and the Year 3 Strategic Plan targets, in order to develop and refine current practice to improve student outcomes.

The Key Improvement Strategies linked to initiative were:

- Regularly monitoring and adjusting the teaching and learning based on analysis of performance data and other information sources
- Increasing the capacity of staff through relevant and rigorous professional learning in order to support high performance in the use of data to inform and target teaching.

Our work in 2017 has been for teachers to understand relevant, successful, and effective practices to regularly monitor and adjust learning programs based on analysis of performance data. This has been underpinned by placing importance on building practice excellence and teacher collective efficacy and developing the belief that teachers have the resources to improve the learning outcomes of all students.



Achievement

Teacher judgements against the Victorian Curriculum in English F-6 showed 88.5% of students working at or above the expected level. This was lower than the state median but higher to like school comparison. (This assessment data does not include our EAL students who are assessed against the EAL continuum). Teacher judgements in Mathematics F-6 showed 72% of students working at or above the expected level. This was lower than the state median but similar to like school comparison. (This assessment data does include our EAL students).

NAPLAN, Reading (year 3) showed 34.9% of students achieving in the top three bands. These results were lower than State Median but similar to Like School Comparison. NAPLAN, Numeracy (year 3) showed 32.6% of students achieving in the top three bands. These results were lower than the State Median and Like School Comparison. Year 5 Reading, showed 18.5% of students achieving in the top three bands. These results were lower than State Median but similar to Like School Comparison. Year 5 Numeracy showed 11.1% of student achieving in the top three bands. These results were lower than State Median, but similar to Like School Comparison.

The four year average shows the school lower in both Reading and Numeracy against the State Median and Like School Comparison for year 3 students. The four year average for year 5 reading is lower against the State Median, but similar to Like School Comparison. In Numeracy for year 5s, the four year average shows the school lower against the State Median and Like School Comparison.

Learning gain in reading showed 64.7% of students achieved low growth, 35.3% achieved medium growth and 0.0% achieved high growth. In Numeracy, 11.8% of students achieved low growth, 70.6% achieved medium growth and 17.6% achieved high growth.

Engagement

The average number of absence days in 2017 was 19.9 which is greater than the State Median and similar to Like School Comparison. The average number of absence days over 4 years was 19.4.

The average number of absence days dropped from 21 days in 2016. This is a positive response and is due partly to the work the school did with the Changemakers project, focussed on student attendance and engagement. The school also introduced a student data management system that staff used to mark daily attendance. There was issues with the accuracy of roll marking and time was spent throughout the year rectifying those issues to ensure accurate data when reporting to DET.

Common reasons for non-attendance include illness and extended family holidays. Students arriving late was also a concern which the school began to address.

The school established the Meadows Advisory Group (MAG) which consisted of parents and students as a means to better understand the needs and issues of the school community.

Wellbeing

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6. The 2017 result for Sense of Connectedness showed our school at 74.88%. This result was lower than the State Mean and similar to that of like schools.

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6. The 2017 result for Management of Bullying showed our school at 68.60%. This result was lower than the State Mean and lower to that of like schools.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 277 students were enrolled at this school in 2017, 137 female and 140 male.</p> <p>74 percent were EAL (English as an Additional Language) students and 1 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> Similar</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> Lower</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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

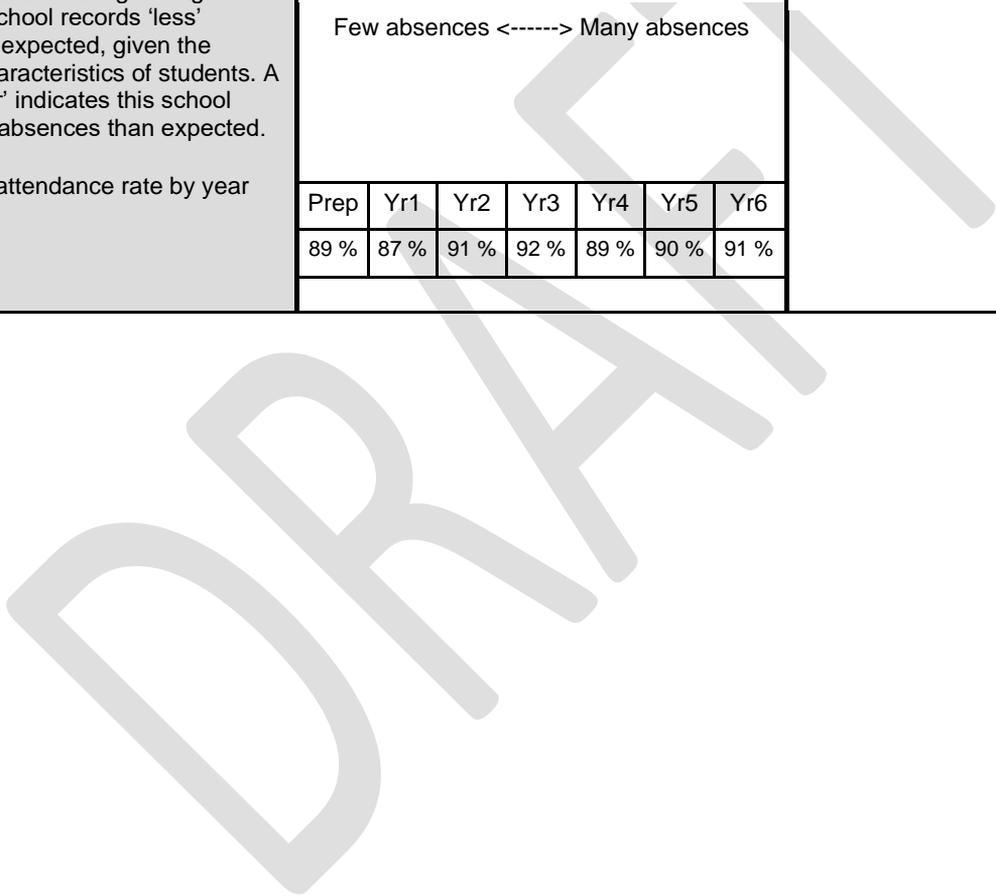




Performance Summary

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

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>87 %</td> <td>91 %</td> <td>92 %</td> <td>89 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	87 %	91 %	92 %	89 %	90 %	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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	87 %	91 %	92 %	89 %	90 %	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>	<p>● Similar</p>
<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>	<p>● Lower</p>

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)

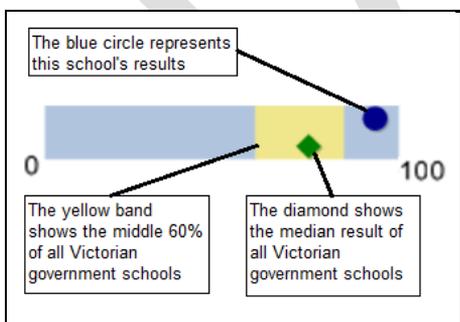
Engagement

- 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).

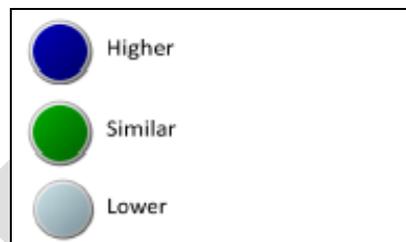


What does *School Comparison* refer to?

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

Financial commitment will be made to provide for resources to assist in the implementation of our FISO initiative. Our Equity funding was used to support students deemed 'at risk' and to support students with refugee status and high levels of EAL.

Our annual result ran at a deficit due to having sound proofing installed across the school. This was not budgeted for when the budget was ratified in March, however, school council approved the works.

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	\$3,155,560	High Yield Investment Account	\$190,026
Government Provided DET Grants	\$606,137	Official Account	\$81,613
Government Grants Commonwealth	\$13,991	Other Accounts	\$219,925
Revenue Other	\$57,556	Total Funds Available	\$491,564
Locally Raised Funds	\$64,569		
Total Operating Revenue	\$3,897,813		
Equity¹			
Equity (Social Disadvantage)	\$897,856		
Equity Total	\$897,856		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,110,160	Operating Reserve	\$115,539
Books & Publications	\$12,185	Asset/Equipment Replacement < 12 months	\$16,026
Communication Costs	\$11,074	Capital - Buildings/Grounds incl SMS<12 months	\$250,000
Consumables	\$119,577	Maintenance - Buildings/Grounds incl SMS<12 months	\$45,000
Miscellaneous Expense ³	\$283,757	School Based Programs	\$65,000
Professional Development	\$22,233	Total Financial Commitments	\$491,564
Property and Equipment Services	\$362,691		
Salaries & Allowances ⁴	\$18,846		
Trading & Fundraising	\$11,136		
Travel & Subsistence	\$1,809		
Utilities	\$23,927		
Total Operating Expenditure	\$3,977,395		
Net Operating Surplus/-Deficit	(\$79,583)		
Asset Acquisitions	\$0		

(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.



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