2020 Annual Report to The School Community

School Name: Meadows Primary School (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 Registration 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 2020 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 27 April 2021 at 07:08 AM by Anthony Potesta (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 May 2021 at 03:16 PM by Wissam Ayache (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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.

What does *'NDP'* or '*NDA*' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

What is 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 a disability 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').

About Our School

School context

Meadows Primary School is located in Broadmeadows and is proudly multicultural, having 18 language backgrounds other than English with 73% of students recognized as English as Additional Language (EAL) and 1% were Aboriginal or Torres Strait Islander. In 2020, the school had a total of 349 enrolments with a number of families with refugee status (6%) and/or new arrivals to Australia. The socio-economic band is High. In 2020, Meadows Primary School had 17 generalist classes consisting of four foundation, five 1/2, four 3/4 and four 5/6 classes with four specialist classes of physical education, visual art, performing arts and STEM. There were two principal class employees, three leading teachers, two learning specialists, 17 full time teachers, four part time teachers and 19 Educational Support Staff.

Meadows Primary School engages in the School Wide Positive Behaviour Support (SWPBS) framework and Berry Street Education Model (BSEM) to support trauma informed practice. We believe positive behaviours can, and should be taught. All staff are trained in the BSEM, with the strategies embedded across the school. This is our philosophy that underpins the teaching and learning programs and the learning environment. These strategies support students and teachers in their teaching and learning. Our values of Respect, Responsibility and Resilience align to SWPBS and BSEM and reinforces how the school community operates and interacts with one another.

Teachers follow scaffolded instructional models that support phonemic awareness and synthetic phonics for Reading, Teaching and Learning Cycle for writing and vocabulary development and the Four Proficiencies for Mathematics, all of which is underpinned by explicit teaching and use of HITS. Research into the Science of Learning has led us to implement changes to whole school practice that support students in their learning.

The school has a strong focus on Professional Learning Communities (PLCs) where teams drive their own cycles of inquiry, based on student needs. PLCs are fully embedded across all teaching teams, with teachers engaged in high level discussions with each other and school leaders about student achievement, growth and next steps of learning. Teachers have high levels of agency in the way they design curriculum and assess student learning, with teams having their own decision making capacity. There is a strong emphasis on distributed leadership within all teams, focussing on leading from the 'middle', rather than as a hierarchical, 'top down' approach.

Collaboration is key and we use PLCs as a means to effectively improve school culture and increase student achievement. It is the way teachers collaborate with each other, with their students and the level of inquiry they enter into, which will determine how successful we have been at creating a strong learning culture.

Our school vision states that….'We are an inclusive and safe learning community that empowers students to achieve their potential and live our values. We are responsible, respectful and resilient'.

The main driver to achieve our vision, is the development and commitment to continuously improve our school culture. We do this through an agreed set of values and norms which we call the 'Meadows Cultural Compass'. Our Cultural Compass was developed with staff as a means to create agency within the school and for teachers to have significant input into the way they work. We do this by developing collective efficacy and academic emphasis through whole school inquiry.

The school runs a community hub, (part funded by Community Hubs Australia) to provide programs that support our families. These include Adult Conversational English, Reading and Writing programs cooking and gardening classes (run through our community garden program with qualified horticulturalist), Playgroup, Adult Health, Child Minding, Arabic Women's Voice and Art Therapy.

Framework for Improving Student Outcomes (FISO)

In 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

In 2020, Meadows Primary School focused on the following priorities from DET's FISO model:
Building Practice Excellence.
Empowering Students and Building School Pride.
Building Communities.

These initiatives were selected in response to our end of year review of the 2019 AIP, student outcomes, staff feedback and Strategic Plan targets, in order to develop and refine current practice to improve student outcomes.

The Key Improvement Strategies linked to initiative were:
Embed teacher knowledge, skills and dispositions in teaching mathematics.
Embed a systematic, sequential and explicit approach to teaching literacy.
Develop and provide opportunities for students to exercise authentic agency in their own learning.
Develop wellbeing processes to support the social, emotional and mental health of our students.

The work in 2020 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 to further develop the belief that teachers have the resources to improve the learning outcomes of all students.

We were able to address some of the AIP actions for implementing synthetic phonics through whole school PL, by recording over slides in PowerPoints and providing opportunities for reflection and feedback. Teachers in Foundation – grade 2 were able to implement synthetic phonics using technology such as Loom and Youtube recordings to continue the sequence of learning.

We had to modify our approach to delivering mathematics, engagement and wellbeing foci. We had to reassess the validity of our whole school inquiry due to Covid-19. We restructured meeting schedules and meeting composition for the remainder of the year with a modified focus.

Achievement

In 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Literacy:
The beginning of the Covid-19 lockdown focused on easing children and teachers into remote learning. Teachers then implemented small group teaching sessions in reading and synthetic phonics to meet student needs and provide for next steps in learning. Students were invited to small group teaching sessions for focussed teaching and then completed relevant follow up activities at their level. Students were provided with familiar tasks to start with. Gradually provided structured daily lessons following a sequence of learning on Class Dojo with explicit teaching (recordings). As a result, we had an increase of student and parent engagement. Many more capable children were then able to work remotely without their parents' support. Remote learning stretched those students, (who are most 'at level') but was a limitation for 'at risk' students who have learning difficulties in reading and writing.

The time spent in remote learning acted as an enabler for some of this work. However, due to Covid-19, some areas were unable to be addressed. Teachers were able to engage deeply in professional learning and implement aspects with their students. In some classrooms (not across the whole school), students engaged in synthetic phonics lessons and phonemic awareness development, especially in Foundation to grade 2.

Our 5/6s continued to engage in the Cumulative Learning project and implemented this work during remote learning in

term 3 with varying success. Term 4 saw full engagement in the Teaching and Learning Cycle to support student writing with some outstanding results.

The leadership team engaged in Science of Language and Reading (SOLAR) short course through LaTrobe University and began sharing this learning with other teachers. A synthetic phonics scope and sequence was agreed upon as was a systematic and strategic approach to teach and resource reading throughout the school. This will be fully implemented in 2021.

Mathematics:
The first month of remote learning was dedicated to consolidation of learning in Term 1 and for teaching staff, community and students to establish routines around remote learning. Leadership and teachers worked collaboratively to modify the numeracy scope and sequence, with careful consideration of areas of the numeracy curriculum that could be successfully accessed and taught remotely. Teams planned sequences of learning that align with the Victorian Curriculum, and this was documented in whole school numeracy scope and sequence for Term 2. The school provided hard copy and electronic access to teaching and learning activities, loaned devices and sourced internet connection supports for families. The school communicated regularly with school community and provided transition time to allow families to become familiar and access remote learning/onsite learning in the method that suited them best.

Students were initially set tasks through a learning grid that they could complete at their own pace. Some students were able to access the learning independently and used other resources such as Mathletics and Reading Eggs to complete more work. Instruction was determined by teams (cohorts) with most staff moving towards pre-recorded videos to explicitly model concepts/language/use of graphic organisers and other scaffolds. Some teaching staff moved towards the use of worked examples to support families and students to move towards independent learning. Some staff moved towards small group video conferences to differentiate learning to meet the needs of learners. Based on increased one to one interaction with parents and carers, students (some) were able to produce greater amounts of work.

There was a significant increase in interactions with families resulting improved connections and relationships as well as empathy for students learning environment at home. Teachers were also able to link the school's current reward system to an online version also assisted with engagement and continuity of expectations being maintained.

Curriculum teams (literacy and mathematics) were reestablished during remote learning to address success indicators where staff developed a rubric which focused on dispositions and used this as a formative assessment tool to track student learning and understanding. This enabled teachers to have relevant data for reporting.

Engagement

In 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

The initial focus was on supporting students identified as at risk or vulnerable and providing an onsite program for them. Not all families took up the offer of their children attending onsite. Subsequent families self-identified as at risk and additional students attended onsite.
Students identified as at risk using the Student at Risk Template or those at risk academically, were assigned ES support. Where possible, families were matched with an ES staff member able to speak their home language. Classroom teachers made regular contact to assist with Teaching and Learning and engagement in remote learning.

The school leadership team provided staff with a remote learning process document, detailing information, protocols and supports around their own and student health and wellbeing including who to contact should they have a wellbeing concern about a student or family.
Over the first two weeks of remote learning, teachers were encouraged to engage with and experiment with online learning to support teacher capacity, student engagement and community navigation and transition to remote learning. Over this time teachers collected data to track levels of engagement with online learning portal. Teachers were encouraged as well as ES staff to make contact with families via phone calls to check in on families that did not have

an online presence. The expectation around a timeline was refined over the first two weeks.

Teachers worked to engage with families of vulnerable, at risk, high needs students and communicate with those families more regularly to support their transition to remote learning. For families who choose not to engage with online learning teachers continued to create paper based packs for these families to collect and continue learning. Some disengaged students did not complete tasks set by teachers or chose to complete some areas of the curriculum over others.

Some students who were usually quiet in the classroom were more vocal using class dojo. In contrast, for other children and families found it difficult to interact online due to a variety of reasons including limited access to devices and/or wifi or who had inappropriate or inadequate learning environments at home.

Health and wellbeing supports for students were at the forefront of teachers' interactions with students and families, and strong processes were in place to manage concerns. Families became more aware of the importance of providing the school with up to date information and, as a school we had to carefully consider our communication strategies, their appropriateness and success

Wellbeing

Whilst some aspects of the student agency goal have had to be placed on hold, (student led conference, student shadowing, whole school inquiry) remote learning has opened up genuine opportunities for students to develop their metacognitive skills and reflect on their own strengths as learners. With a continuing focus on strategies for self-management and positive thinking.

Amongst the wellbeing indicators, teachers were able to more fully engage with School Support Staff (SSS) regarding students with additional needs with many undertaking meetings via WebEx. SSS provided assistance with resources – speech and language delays, curriculum and classroom modifications, supporting students with intellectual disabilities and in writing Individual Education Plans (IEPs).

As students returned in term four, we prioritised re-establishing relationships with our students and families as well as revisiting and reteaching routines around learning.
Student Support Group meetings and IEP writing will be brought forward to early term 3 to re-establish goals and supports.

Refining and communicating wellbeing processes became critical as we transitioned back to on-site learning in able to support teacher and student health and wellbeing. However, we were concerned that the learning and social gap amongst students has widened.

Financial performance and position

With Covid-19, the school was in lockdown for a majority of the year. This meant normal spending on budgeted items did not occur as students weren't at school. Some school funds were re-allocated to provided Covid Safe work pace. Due to these factors, the school recorded a surplus.

Our school council approved a large amount of the capital works budget to be spent on addressing OHS issues and significant maintenance issues around the school.

Our Equity funding was used to provide additional resourcing in our Engagement and Wellbeing areas, as well as providing extra staffing resources to cater for the high numbers of EAL students. This also includes many students identified at risk who do not meet PSD funding requirements. This funding highly benefits our students social, emotional and academic needs.

**For more detailed information regarding our school please visit our website at
www.meadowsps.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.

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 349 students were enrolled at this school in 2020, 174 female and 175 male.

73 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.
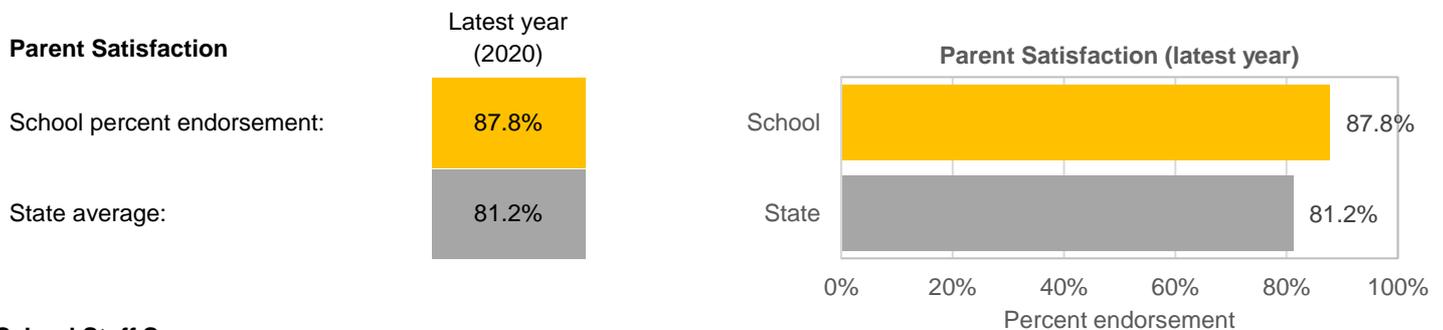
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
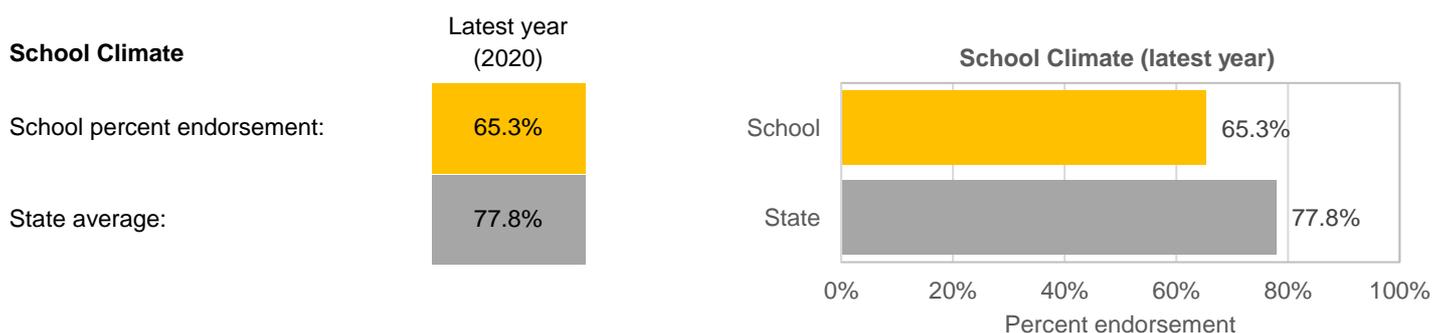
Parent Satisfaction	Latest year (2020)
School percent endorsement:	87.8%
State average:	81.2%

Parent Satisfaction (latest year)

School	87.8%
State	81.2%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	65.3%
State average:	77.8%

School Climate (latest year)

School	65.3%
State	77.8%

Percent endorsement

ACHIEVEMENT

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

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

English
Years Prep to 6

Latest year
(2020)

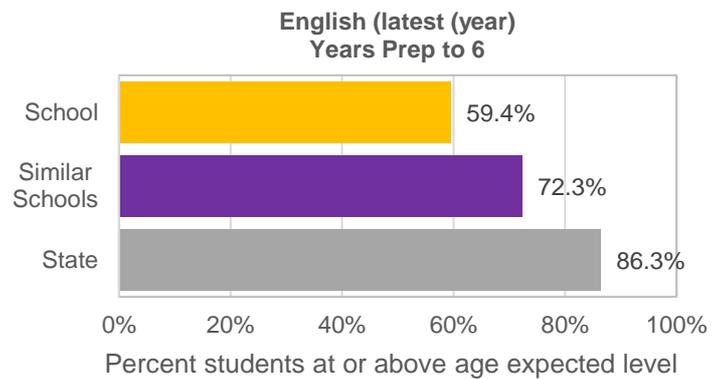School percent of students at or above age
expected standards:

| 59.4% |

Similar Schools average:

| 72.3% |

State average:

| 86.3% |

English (latest (year)
Years Prep to 6

School — 59.4%
Similar Schools — 72.3%
State — 86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year
(2020)

School percent of students at or above age
expected standards:

| 46.9% |

Similar Schools average:

| 70.2% |

State average:

| 85.2% |

Mathematics (latest year)
Years Prep to 6

School — 46.9%
Similar Schools — 70.2%
State — 85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
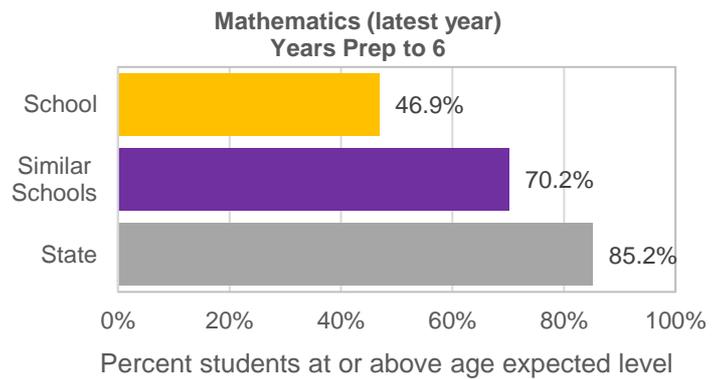
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

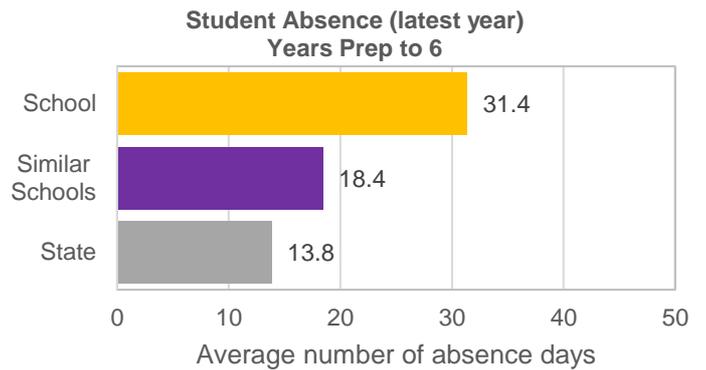NAPLAN tests were not conducted in 2020.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	31.4	22.9
Similar Schools average:	18.4	17.9
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	31.4
Similar Schools	18.4
State	13.8

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	81%	85%	88%	84%	85%	82%	83%

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 percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	70.6%
Similar Schools average:	82.7%	83.9%
State average:	79.2%	81.0%
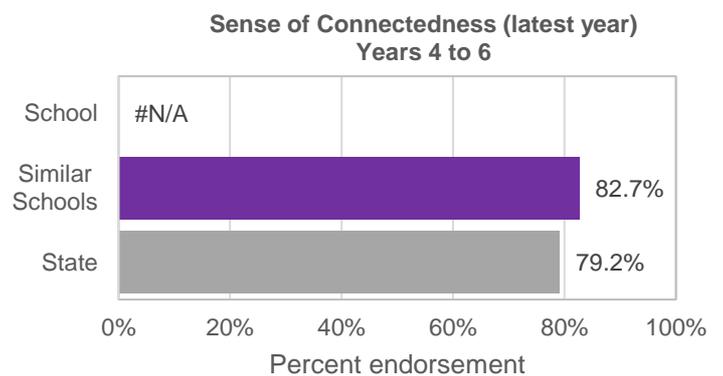
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

	Percent endorsement
School	#N/A
Similar Schools	82.7%
State	79.2%

Student Attitudes to School – Management of Bullying

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

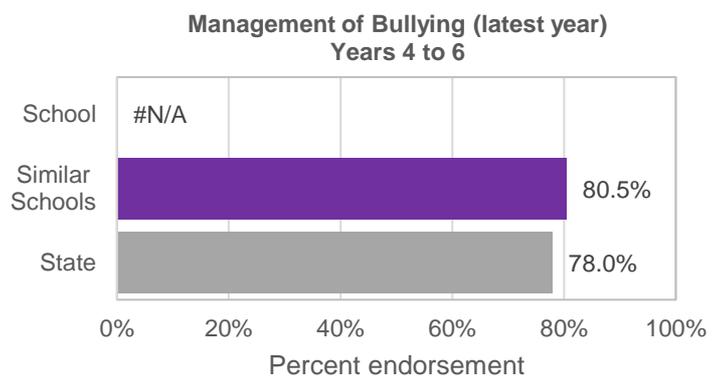| Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	66.3%
Similar Schools average:	80.5%	81.7%
State average:	78.0%	80.4%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

	Percent endorsement
School	#N/A
Similar Schools	80.5%
State	78.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$4,001,892
Government Provided DET Grants	$804,506
Government Grants Commonwealth	$21,200
Government Grants State	NDA
Revenue Other	$21,850
Locally Raised Funds	$111,150
Capital Grants	NDA
Total Operating Revenue	**$4,960,597**

Equity [1]	Actual
Equity (Social Disadvantage)	$951,235
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$951,235**

Expenditure	Actual
Student Resource Package [2]	$3,827,965
Adjustments	NDA
Books & Publications	$1,725
Camps/Excursions/Activities	$11,914
Communication Costs	$18,100
Consumables	$122,567
Miscellaneous Expense [3]	$19,019
Professional Development	$17,879
Equipment/Maintenance/Hire	$107,074
Property Services	$71,006
Salaries & Allowances [4]	$116,920
Support Services	$79,970
Trading & Fundraising	$10,781
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$28,307
Total Operating Expenditure	**$4,433,227**
Net Operating Surplus/-Deficit	**$527,371**
Asset Acquisitions	**$12,617**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$431,328
Official Account	$38,292
Other Accounts	NDA
Total Funds Available	**$469,620**

Financial Commitments	Actual
Operating Reserve	$94,417
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$93,113**

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.