

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 02 April 2025 at 08:28 PM by Figen Mustafa (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 07 April 2025 at 11:22 PM by Figen Mustafa (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

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

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Meadows Primary School is committed to providing an environment for learning and personal development. We continue to nurture well-rounded individuals who can contribute positively to society whilst embedding our school vision throughout the community. Our vision reads: *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.* Meadows Primary School's values are Respect, Resilience and Responsibility. *We have Respect for ourselves and others. We are Resilient when faced with challenges. We are Responsible for our learning, our actions and our belongings.*

Meadows Primary School has a history rooted in the merger of Meadowbank Primary and Campmeadows Primary Schools in 2009. We are located in a well-established residential area of Broadmeadows in the North West Victorian Region (NWVR). Meadows Primary School boasts beautiful grounds, a Twenty First Century Learning Centre with 10 classrooms, modern facilities and a sensory room. We have a large spacious library, dedicated AUSLAN room and ART room that all interconnect with our years 3/4 building. The parent's welcome area continues to be an inviting space to meet and connect. Overall, we had fourteen generalist classes consisting of two foundation classes, four year 1/2 composite classes, four year 3/4 composite classes and four year 5/6 composite classes. The school ran four specialist classes being physical education, visual arts, AUSLAN, and STEM. Each classroom and meeting space has a TV screen, classroom sets of laptops are used in the year 3-6 cohorts while years Foundation-two students have class sets of iPads as digital devices.

The school prides itself in being a true school community with both a kindergarten and community hub onsite providing numerous benefits to our school community. Our Community Hub offers playgroups, access to services such as Maternal Health Care Nurse, community activities and runs our whole school free Breakfast Club three mornings a week from our fully equipped kitchen. Our kindergarten, which is run by Northern Schools Early Years Cluster; in response to community need shows the number of three and four year old playgroups is increasing. The Community Hub and Kindergarten makes Meadows Primary School a Birth to Year six school and provides positive opportunities for transition and connection to school.

In addition to three principal class employees (one Principal and two Assistant Principals), the school employed two leading teachers and four learning specialists. There were fourteen full time teachers, nine part time teachers, twenty three Education Support Staff (thirteen Classroom support, including three regular agency ES. Seven of the ES staff members were in administration consisting of one Business Manager, two office personnel, one operations manager, one buildings and grounds person and two technicians). The school employed a school chaplain over four days and two social workers (one full time and the other four days a week). They provided one to one counselling with students identified as requiring tier three supports.

An enrolment of 284 students was recorded for 2024 on census day with the school experiencing a declining trend in numbers from previous years. 46% of students identified as male and 54% female. Meadows Primary School is proudly multicultural having 33 language backgrounds other than English with 79% of students recognised as English as an Additional Language (EAL) learner. Likely refugee background (6%). Students with a disability identified by the Nationally Consistent Collection of Data (NCCD) was 38% and twenty seven of our students received funding through the Program for Students with a Disability. Last year 61% of our students were

identified as being disadvantaged and the School Family Occupation and Education Index (SFOE) was at 0.5958, falling into the high range.

A Multi Tiered Support System (MTSS) is implemented when supporting the wellbeing of students at their point of need. A referral pathway is followed and targeted one to one intervention in place for students identified in tier one, while students in tiers two and three were supported with small group, differentiated and universal support programs and strategies. Staff continue to receive training in the trauma informed approaches founded on the Berry Street Education Model (BSEM).

Meadows Primary School is committed to keeping abreast of current educational trends. We continued to provide professional learning for staff in line with the school's strategic directions with the intent to build teacher capacity and improve student learning outcomes in literacy, numeracy and wellbeing. In 2024, the school implemented year three of its strategic plan with an increased focus on numeracy and wellbeing. The focus was to improve student outcomes in numeracy by building teacher capability in understanding the maths curriculum, strengthen assessment practices and differentiate the learning for all students. The school engaged with the regional Disability Inclusion Educational Improvement Leader (DI EIL) to begin working with students and teachers on improving student wellbeing, including increasing voice and agency in our students. Teachers worked in professional learning teams (PLTs) to plan, using student learning data to drive the planning.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 Meadows Primary School experienced some changes in the leadership of curriculum. The acting assistant principal left for family leave and the position was filled by a new substantive assistant principal at the beginning of term three. The middle level leaders of curriculum remained consistent with 3 Learning Specialists covering Literacy, Mathematics and English as an Additional Language. The learning specialists were based part time in the classroom. Two of the Learning Specialists were also leading Professional Learning Teams.

The professional learning focus for term one and two was the professional learning community (PLC) inquiry cycle. After school meetings were dedicated to whole school learning and the implementation of a cycle of inquiry for both literacy and mathematics. Teams of teachers set SMART goals, tracked student data over each term, and adjusted or differentiated to support improved outcomes for students. Meadows Primary School values teaching and learning practices with a researched based evidence approach and provided teachers with protected time to collaborate and work as part of a structured and rigorous professional community, supporting the work in leading improved student outcomes.

Professional Development for teachers in terms three and four was centred around familiarisation of the new Victorian Curriculum 2.0. Staff began creating a new scope and sequence that aligned specialists (AUSLAN, Physical Education, Visual Arts and STEM) with Science, Humanities, English and Mathematics. This work will continue in 2025, with the new curriculum being reported to in Semester one of 2025. The embedding and fidelity of a targeted and systematic phonics

instruction has continued to be a focus with improving students' outcomes at a school level measure.

School Staff Survey showed a drop in positive endorsement for Instructional Leadership from 76% to 71%. The results also show that positive school climate for 2024 was also considerably at 56.3%.

During the 2024 school year, Teacher Judgement showed an increase of students at or above the expected level 69% in 2024 compared to 43% in 2023 in English, and 56% of students at or above in teacher judgement in Mathematics compared 48% in mathematics in 2023. NAPLAN results show that Meadows Primary is below the state and similar schools average across all learning areas which includes Reading, Numeracy and Writing, for both Year 3 and 5 cohorts. Meadows Primary School was identified by the Department of Education as requiring Intensive School Support (SSI). This initiative seeks to support school facing complex circumstances and will begin in 2025.

Wellbeing

In 2024, Meadows Primary experienced some changes in the leadership of Wellbeing. The SEL/MHAW Learning Specialist was on maternity leave, and the position was not filled. A full-time Wellbeing Leading Teacher was appointed to begin in Term 1, but their role was reduced to three days per week to accommodate classroom teaching needs.

The focus for the year was on improving Tier 2 support plans, such as behaviour support plans, play plans, health plans, and toilet plans. This allowed teachers to prioritise preventative strategies and improved communication regarding students' needs, as consistent templates were introduced across the school. The emphasis on Tier 2 support plans also led to greater collaboration with allied health professionals and experts. This documentation will be crucial as the school transitions to the Disability Inclusion funding model.

The Wellbeing Team, which included two social workers and a school chaplain, met regularly with Leadership to address students' wellbeing needs. They continued running intervention programs such as the Social Stencil and Rhythm of Life. A second social worker attended Social Stencil training to expand the program and facilitate more groups in the future. These efforts align with the school's commitment to managing bullying, with the program receiving a 50.7% positive endorsement. Both student and teacher feedback on these programs remains positive.

Staffing challenges persisted throughout the year, with two 5/6 classes and one 3/4 class losing their teachers for various reasons. The inability to secure regular CRTs resulted in significant disruption, particularly for students in the 5/6 classes. Additionally, specialist teacher positions remained unfilled, leading to STEM and Auslan being covered by CRTs for the entire year. As a result, the Sense of Connectedness to School data reflected a 54.4% endorsement.

Community events and celebrations remained a highlight, with high attendance at events such as the annual Eid celebrations, caregiver sports days, and the popular end-of-year picnic and colour run at Jack Roper Reserve. The strong relationships with caregivers continue to be an asset to the school, with 89.9% of parents providing a positive endorsement of Meadows Primary.

Engagement

Meadows Primary has continued to collaborate closely with families to improve attendance. Students with chronic absenteeism are assigned a member of the wellbeing team, who makes daily contact with the family. Referrals to programs like Project REAL and Navigator have also been made to provide additional support. Moving forward, we plan to focus on enhancing parents' ability to communicate reasons for absenteeism through Compass and aim to maintain consistent classroom staffing to encourage students' desire to attend regularly. A new physical education teacher was appointed as the PE specialist teacher and quickly built strong connections with students, inspiring them to engage in physical activity and embrace new experiences.

Other highlights from the school year

Some of the key highlights of 2024 were seen on the sporting field. Among the activities that were introduced were the Cross Country and Footy Gala Day, both of which saw participants advancing to the divisional rounds.

Our ongoing focus was on providing more opportunities for female students to get involved in sport. This included lunchtime clubs, and a weekly after-school skills session run by the PE teacher. Meadows was incredibly proud to support the Girls' Soccer team, who triumphed in the interschool sports district game and placed 4th in their division.

In Term 4, the excitement grew with the launch of the Meadows World Cup. Eight teams, coached by ES staff and teachers, competed in a tournament held during lunchtime. The grand final was a highlight, becoming a whole-school event that everyone eagerly gathered to observe.

Financial performance

Meadows Primary School was in a considerable deficit position at the end of 2024. The cash balance also decreased over 2024 due to a large proportion of funds being expended for long term casual relief teachers to cover staff who were absent on leave and the inability to secure replacement teaching staff. A considerable amount of the cash budget was also used to fund education support staff who were working as casuals. This move was to ensure that many students identified as being at risk but who did not meet PSD funding requirements were being supported. The school provided a heavily subsidised swimming program for all students through the Swimming in Schools funding and covered costs of buses for excursions and sports events. A large proportion of parents' voluntary contributions are not being paid along with donations to Building and Library Funds and contributions towards Grounds/Maintenance. The school also did not engage in any fundraiser events. Hire of the school facilities provided a minimal source of income. Equity funding continued to be used for extra staffing support for those students needing additional assistance.

**For more detailed information regarding our school please visit our website at
<https://meadowsp.vic.edu.au/our-school>**

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 278 students were enrolled at this school in 2024, 146 female and 132 male.

0 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

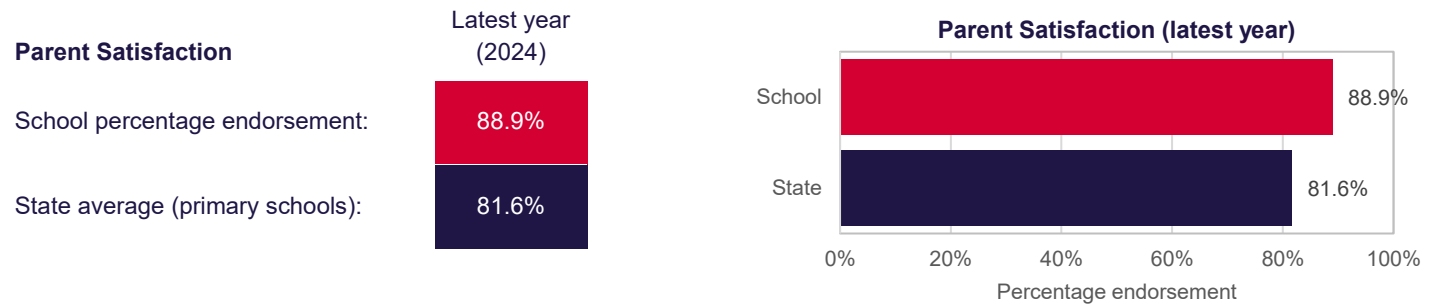
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

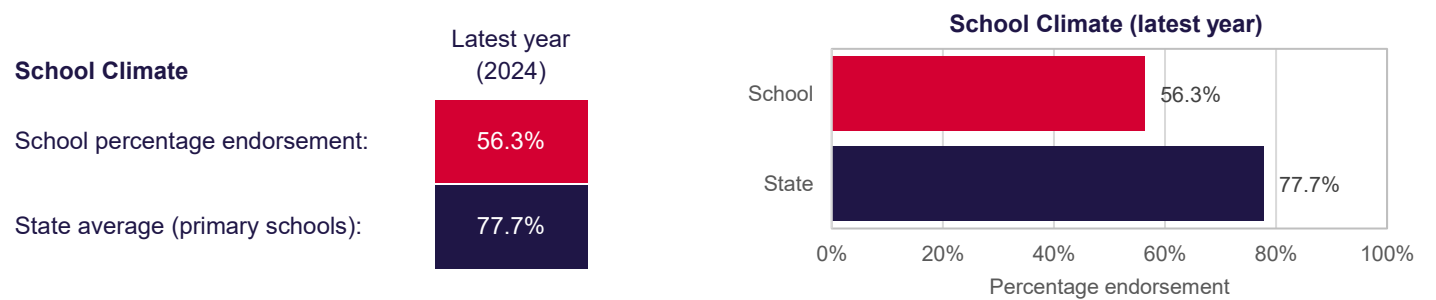


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



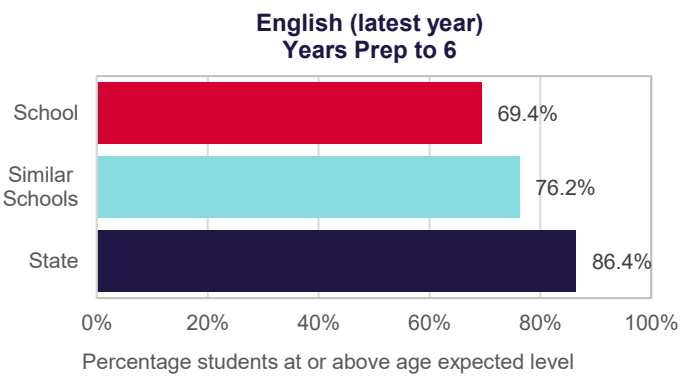
LEARNING

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

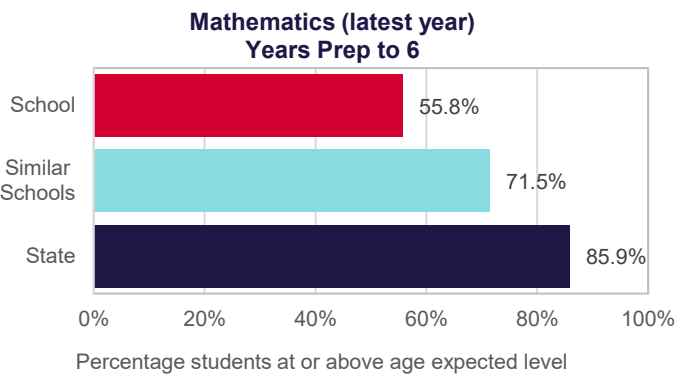
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	69.4%
Similar Schools average:	76.2%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	55.8%
Similar Schools average:	71.5%
State average:	85.9%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

43.8% 48.4%

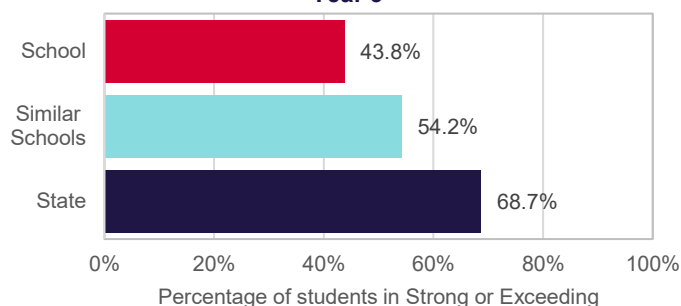
Similar Schools average:

54.2% 53.0%

State average:

68.7% 69.2%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

22.0% 38.4%

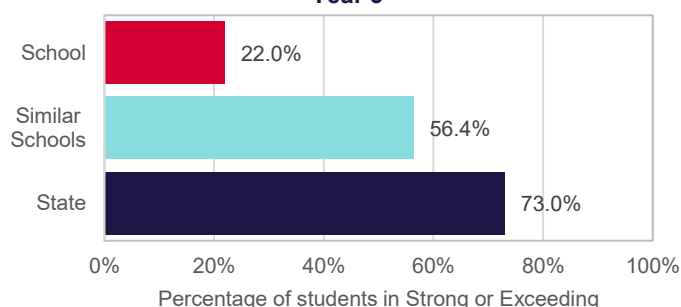
Similar Schools average:

56.4% 59.2%

State average:

73.0% 75.0%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

39.4% 44.1%

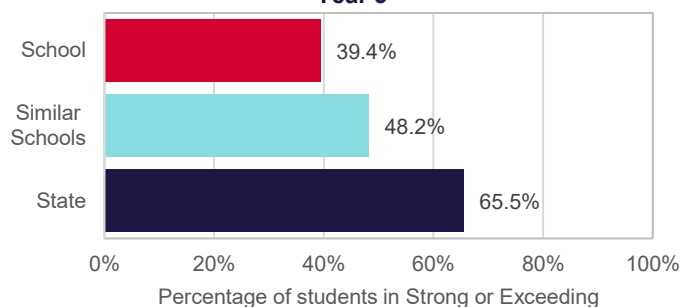
Similar Schools average:

48.2% 47.1%

State average:

65.5% 66.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

28.6% 35.1%

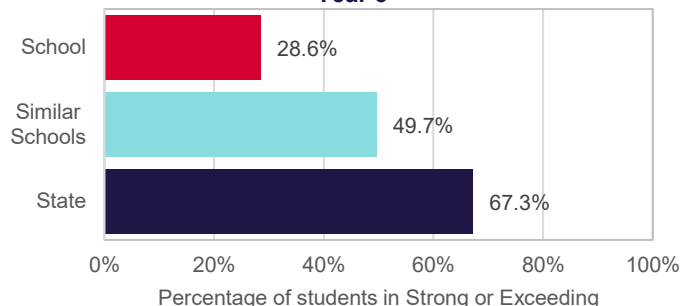
Similar Schools average:

49.7% 51.4%

State average:

67.3% 67.6%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

23.1%

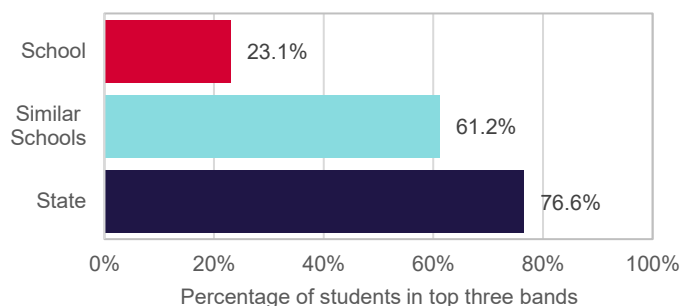
Similar Schools average:

61.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

28.2%

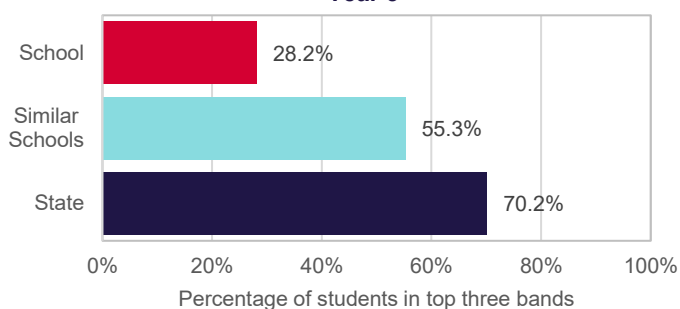
Similar Schools average:

55.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

28.9%

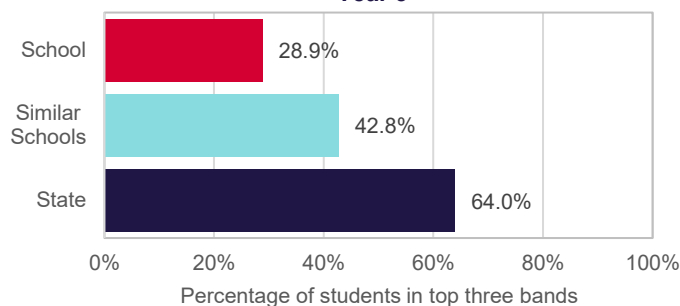
Similar Schools average:

42.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

21.1%

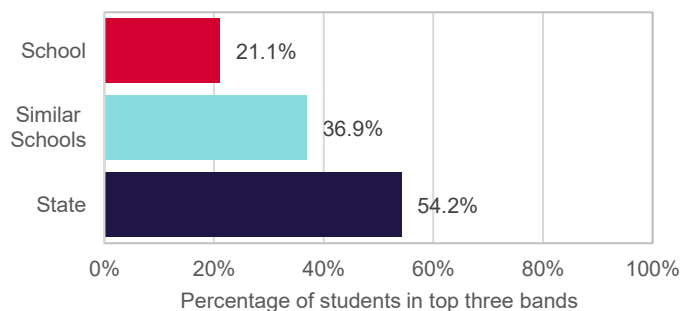
Similar Schools average:

36.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

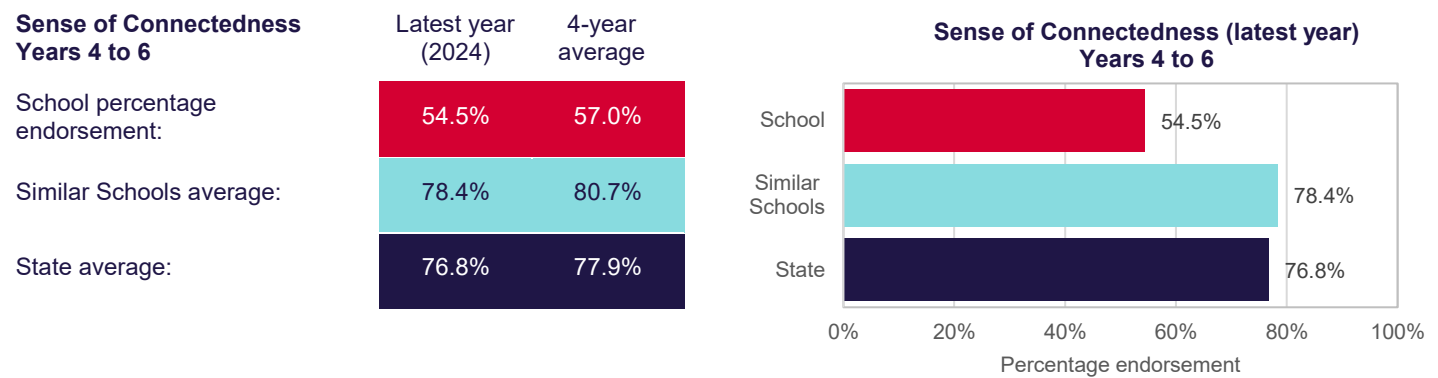


WELLBEING

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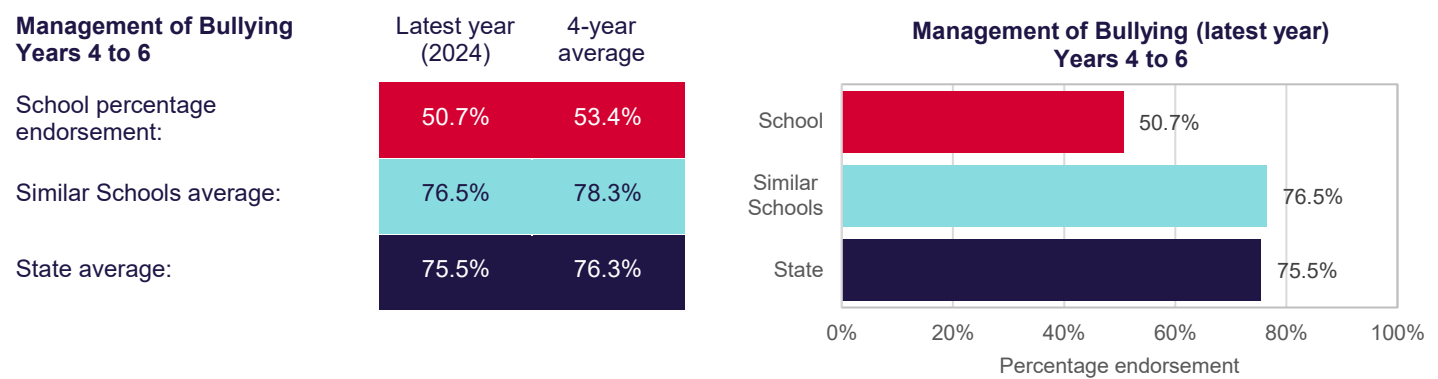
Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

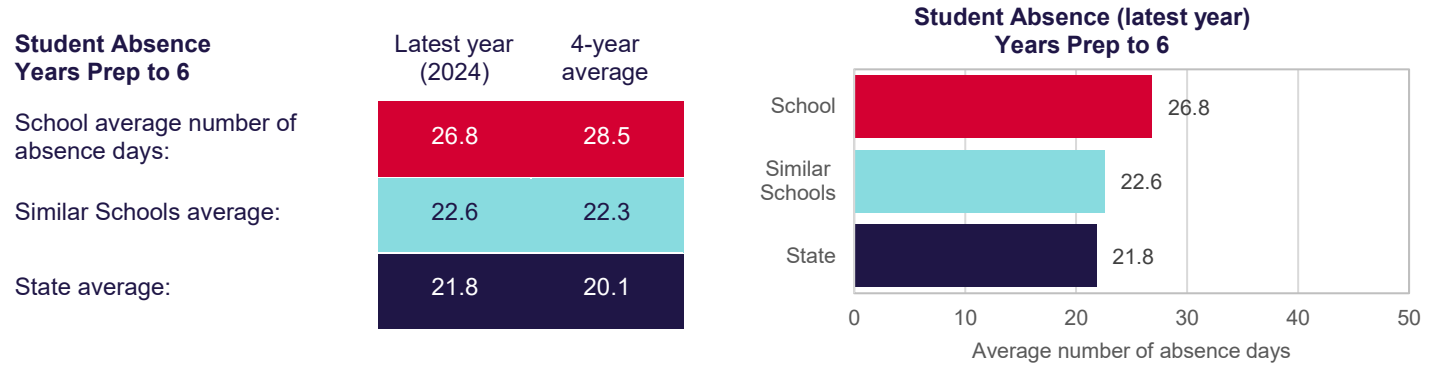


ENGAGEMENT

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.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	80%	86%	88%	88%	86%	89%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,268,467
Government Provided DET Grants	\$767,736
Government Grants Commonwealth	\$30,000
Government Grants State	\$0
Revenue Other	\$53,718
Locally Raised Funds	\$138,967
Capital Grants	\$0
Total Operating Revenue	\$5,258,889

Equity ¹	Actual
Equity (Social Disadvantage)	\$876,692
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$876,692

Expenditure	Actual
Student Resource Package ²	\$4,307,437
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$65,454
Communication Costs	\$9,323
Consumables	\$96,297
Miscellaneous Expense ³	\$41,470
Professional Development	\$15,432
Equipment/Maintenance/Hire	\$69,117
Property Services	\$218,034
Salaries & Allowances ⁴	\$126,947
Support Services	\$659,800
Trading & Fundraising	\$10,787
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,701
Total Operating Expenditure	\$5,656,799
Net Operating Surplus/-Deficit	(\$397,910)
Asset Acquisitions	\$0

- (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 17 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$174,630
Official Account	\$68,481
Other Accounts	\$0
Total Funds Available	\$243,111

Financial Commitments	Actual
Operating Reserve	\$225,521
Other Recurrent Expenditure	\$49
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$68,285
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$293,855

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