

2022 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 of the previous calendar year 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 29 March 2023 at 12:48 PM by Anthony Potesta (Principal)

- This 2022 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 10 May 2023 at 11:22 AM by Wissam Ayache (School Council President)

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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').

About Our School

School context

Meadows Primary School is located in residential Broadmeadows in the North West Victorian Region (NWVR). The school has an Early Learning Centre (Kindergarten) and a Community Hub on site which provide opportunities for transition and connection to the school. The school aspires for all students to make above expected progress in literacy and numeracy and to have agency over their learning.

Meadows Primary School is proudly multicultural, having 18 language backgrounds other than English with 65% of students recognised as English as Additional Language (EAL). Although celebrated, this raises complexities when teaching students with high EAL needs. A total of 305 students were enrolled at Meadows Primary School in 2022, with 150 female and 155 male. Three percent of our student population were listed as Aboriginal or Torres Strait Islander. The socio-economic band is High.

Meadows Primary School had 14 generalist classes consisting of two foundation classes, four year 1/2 composite classes, four 3/4 composite classes and four 5/6 composite classes. The school ran four specialist classes being; physical education, visual art, performing arts and STEM. In addition to three principal class employees, one leading teacher and two learning specialists, there were 15 full time teachers, two part time teachers, 19 Educational Support Staff, a school Chaplain and a school counsellor onsite three days a week to provide one to one counselling with students as well as running social groups. Understanding the complexities of trauma on the lives of students and families and adapting teaching and learning programs to cater to this need is a contextual challenge. Our trauma informed, evidence backed educational model followed by staff, cater to around 70% of the student population who present with tier 1 behaviours. Intervention and supports are in place to support the wellbeing and learning outcomes of the remaining 30% of students who present with tier 2 and tier 3 behaviours. These interventions included students working with our counsellor and social worker to engage individual and group support programs.

Returning to school after disruptions due to Covid-19, presented a significant challenge. Managing student and staff mental health and wellbeing was critical in helping the school community re-adjust back into full time schooling. School enrolments remained lower than expected. The focus in 2022 was to improve student outcomes in literacy and numeracy by developing teacher knowledge and understanding of learning trajectories, curriculum development and assessment practices, while developing knowledge and understanding of, and how to implement a school wide Response to Intervention model to address academic and behavioural student needs. Equally important, was the intent to improve the health and wellbeing outcomes for students and staff by providing a comprehensive framework of support and knowledge that caters for individual needs and contexts.

In 2022, the school implemented year 1 of a new strategic plan. There was strong commitment from staff, parents and students to continue to embed our school vision throughout the school community. Our school 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Meadows Primary School focused on FISO: Curriculum Planning and Assessment and Building Practice Excellence. Professional Learning Communities (PLC) continued to be data informed and used to meet students point of need. Teachers had agency in PLCs and were able to drive their own agenda based on student data. Students showed growth in areas of literacy through teacher judgements and internal assessments. Whole school English and Mathematics Instructional models were developed and implemented in all classrooms. This evolved throughout the year with shared practice and processes evident across teaching teams. Student goal setting was more prevalent across classes with focus on students understanding their learning trajectory for mathematics and reading foci. There was time to review the effectiveness of assessments to inform teaching practice and there continues to be a culture of professionalism where teachers are empowered to reflect and improve practice.

Teachers embedded the work of targeted and systematic phonics and phonemic awareness with fidelity. A whole school content scope and sequence was followed which supported cross curriculum learning. In 2022, we continued to improve our reporting processes and placed greater importance on Student Led Conferences where students had agency over the work they presented to their parents/carers. Students developed their own Ready to Learn plans and the Learning Goals based on gaps in their assessments and learning.

During the 2022 school year, Teacher judgment showed 45% of Foundation to Year 6 students were at or above their age expected standard for English and 54% for Mathematics. In NAPLAN Reading Year 3, 23% of students were in the top 3 bands and 28% in Reading Year 5. In NAPLAN Numeracy Year 3, 29% of students were in the top 3 bands and 21% in Year 5.

In 2022, the school completed work in the Primary Mathematics Science Specialist initiative with learnings being implemented and embedded across each teaching and learning area. The teachers participating in the learning helped to set the improvement agenda for mathematics. Mathematics will be the main focus for 2023 with the aim on improving student outcomes and developing teacher understanding.

PSD funded students have Individual Education Plans (IEPs) which are developed with parents/carers, teachers, leading teacher (wellbeing) and allied health practitioners (where applicable). Teachers and Education Support staff make reasonable adjustments to learning programs to cater for the diverse needs of students, both funded and non-funded.

Wellbeing

The 2022 school year continued to present challenges due to Covid, and there was a strong focus on reconnecting families to school. Sense of connectedness in years 4 - 6 showed 57% positive endorsement and management of bullying at 49%. Teachers planned for, and implemented social and emotional learning within their curriculum areas and teachers had the skills and understanding to recognise, respond and refer students' mental health needs. The school developed a contextually relevant Response to Intervention (RtI) model in an effort to develop better collaboration and links between student wellbeing and student learning. The school engaged in the Respectful Relationships work with foci and lessons being taught across all year levels. This in part, allowed staff to develop a common understanding of a whole school approach to supporting the physical, social and emotional wellbeing of students. The wellbeing team met regularly to discuss student needs as well as referrals from staff.

Our Meadows Matrix was redeveloped and re-launched for 2023 with Expected Behaviours. An addition to this was including pictures to accompany the words in an effort to eliminate language barriers. Social Emotional Learning (SEL) leaders were elected by their peers and met with the school leadership team (students and staff) to promote SEL focus across the school.

The school spent 2022 working with the Mahana Culture organisation to bring about cultural responsiveness across the school community. This work has centred around Mark-Yettica Paulson's 'Riverbed' model which is an Intercultural Framework to help people awaken their own diversity to truly collaborate. This notion of deeply understanding our own back story, our own history, enables us to be better equipped, to be more tolerant, and to have greater levels of empathy when we eventually meet in the 'riverbed' to collaborate and innovate.

The school engaged in the Chaplaincy program and was able to employ a school Chaplain onsite 3 days a week to provide pastoral care to targeted students and build on confidence and leadership skills. Meadows Primary has reviewed and refined student Individual Education Plans to create a parent and student friendly document that clearly defines the students' individual strengths, SMART goals, strategies and resources required to achieve the goals. Teachers consult with Leading Teacher and allied health workers that support their students to create short- and long-term goals with students. Teachers developed their relationships with students through lunch time clubs such as; rugby, singing, knitting, basketball, football, soccer, chess and dancing.

Meadows Primary School plays a key role within the community and we believe involvement beyond the classroom and school setting is essential. We seek to maintain the feeling of connectedness and inclusion in the way all staff interact with students, staff, families and the broader community. Staff pride themselves on the way they engage families and work with them to ensure the success of their children, knowing that learning is a partnership between home and school.

Engagement

In 2022, we continued our whole school approach for attendance and early intervention for students deemed 'at risk' of disengagement. We pride ourselves on understanding the attendance needs of the community to make long lasting and sustainable changes. Re-engaging the school community after Covid-19 and school lockdowns was a major priority in 2022. The return to school posed unique challenges for staff, students and families as they tried to re-adjust to face-to-face learning. Many of the school community had difficulties attending school on a regular basis. In semester two, international borders opened and many of our families took the opportunity to return home to their country of birth for an extended holiday. This impacted school attendance with the average number of absences from Foundation to Grade 6 at 32 days. This was nine days higher than the state average.

At the beginning of 2022, the school implemented Compass - a student management system, and staff used it to more effectively record, track and communicate with families about student attendance. Promotion of attendance awards continued to be a feature during school assemblies, with students recognised for having low absences. The wellbeing team met weekly to follow up on vulnerable students, and put supports in place to help these students attend school on a regular basis.

A focus for 2023 will be to continue to address attendance issues with families and support them to re-engage with school. Another aspect of this work is to connect more families with Compass and support them to use the student management tool to communicate student absences. Staff continue to use Class Dojo with students and families as a means to communicate positive interactions at school and for the broadcasting of information.

Other highlights from the school year

In the second half of 2022, when Covid restrictions fully eased and schools were able to again hold onsite events, we took the opportunity to provide excursions, swimming programs and camps for students. We were able to run our community IFTAR dinner towards the end of Ramadan which was well attended by families, students and school staff.

At the end of term 3, we held our inaugural Writers Festival during book week. We had fantastic community attendance and students were able to showcase their writing to a broad audience. This will become an annual event.

A big highlight of 2022 was our end of year family BBQ and colour run. This was such an important event as it brought the community together to celebrate diversity and inclusion.

2022 saw the completion of \$6.1m building program in which 10 new classrooms were built and another building was refurbished. This has been an important addition to the school as it now takes the enrolment capacity to 575 students and provides exceptional teaching and learning spaces for students and staff.

Financial performance

Meadows Primary School is in a strong financial position. Due to lockdowns because of Covid-19, the school did not spend all budgets otherwise allocated. In addition, due to staff shortages and the inability to secure replacement teaching staff (due to personal leave or professional learning), the school was forced to make alternative arrangements throughout the year to cover classes. Understanding the complex staffing needs for 2023, additional funds have been allocated to 2023 Casual Relief Teacher (CRT) budgets in the event of being unable to cover classes with staff from SRP.

With the above mentioned building program, additional cash grants were allocated to the school to purchase furniture and IT resources, with some of these funds carried over to 2023. School Council and VSBA approved the addition of infrastructure spending, such as air-conditioning in the refurbished building project.

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 number of EAL students. This also includes many students identified at risk who do not meet PSD funding requirements. This funding highly benefits our student's social, emotional and academic needs. The school received funding for Primary Maths and Science Specialists and completed this initiative in 2022. The school also received funding for a

school Chaplain under the National School Chaplaincy Program. The school provided a heavily subsidized swimming program for all students through the Swimming in Schools funding and purchased Indigenous literacy resources with the Early Years Koorie Literacy and Numeracy Program funding.

For more detailed information regarding our school please visit our website at
<https://www.meadowsp.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 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 305 students were enrolled at this school in 2022, 150 female and 155 male.

65 percent of students had English as an additional language and 3 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).

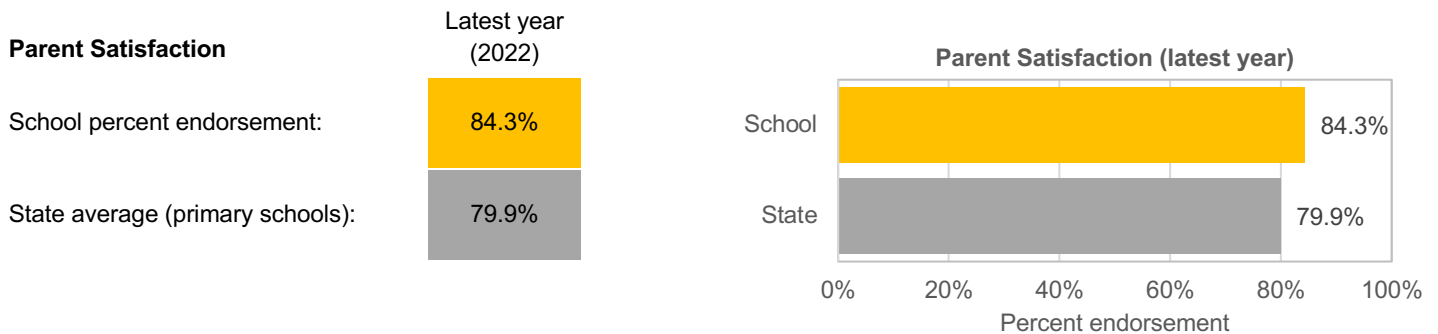
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

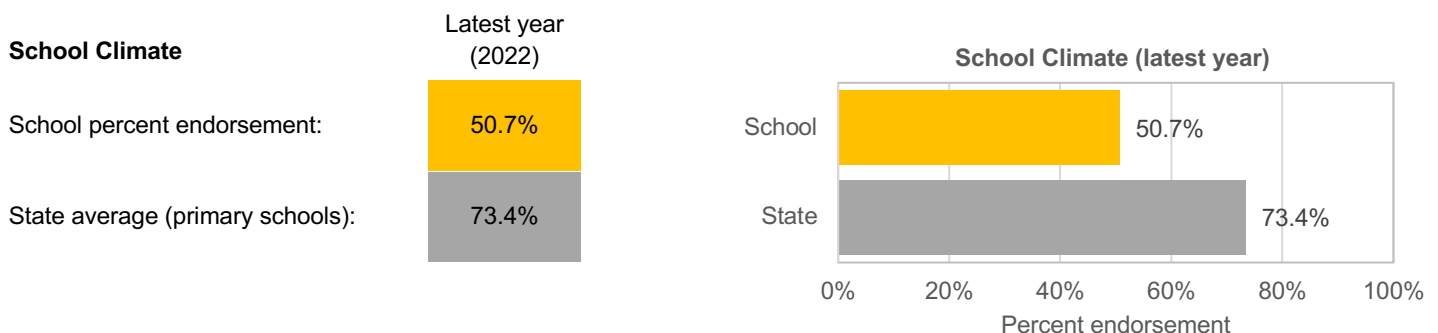


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

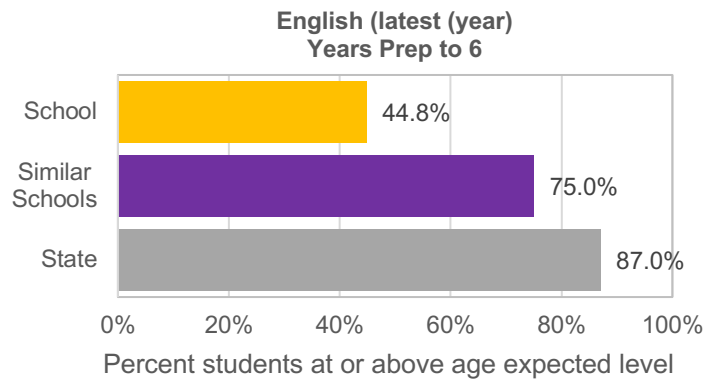
44.8%

Similar Schools average:

75.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

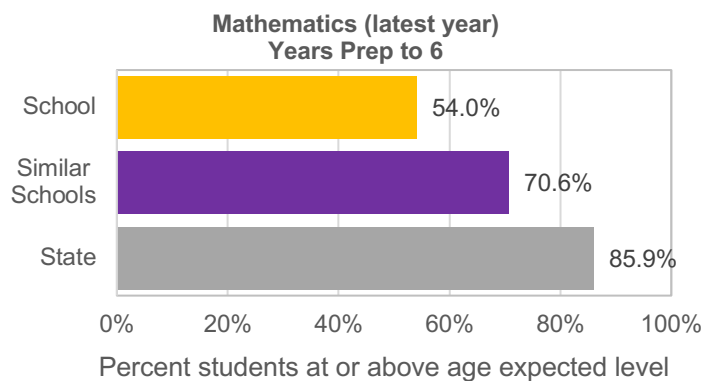
54.0%

Similar Schools average:

70.6%

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.

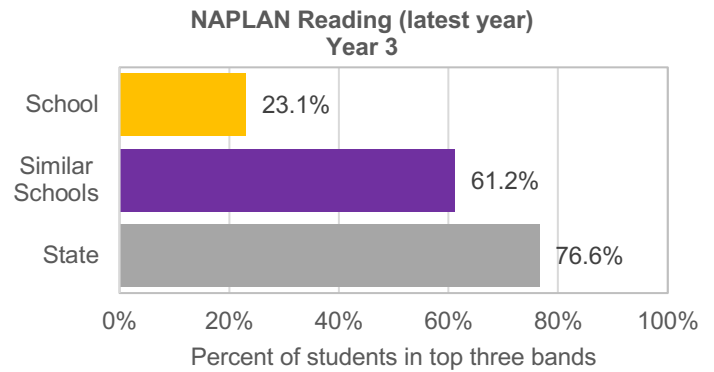
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

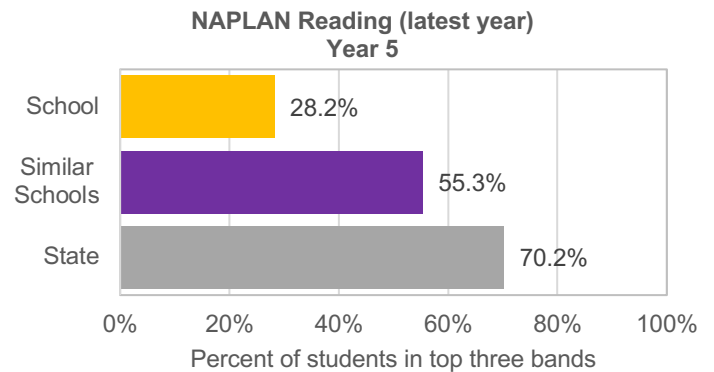
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	23.1%	35.2%
Similar Schools average:	61.2%	62.2%
State average:	76.6%	76.6%



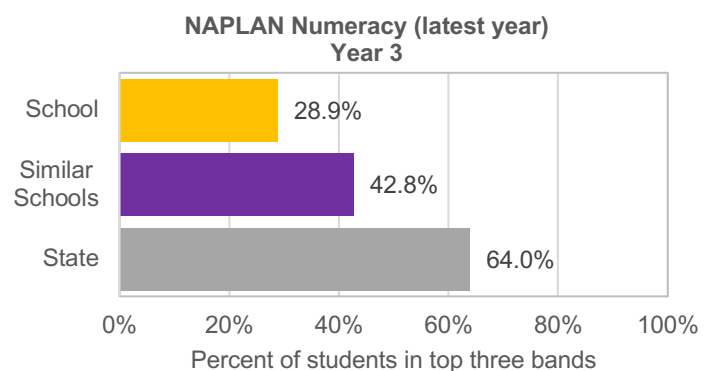
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.2%	29.6%
Similar Schools average:	55.3%	53.0%
State average:	70.2%	69.5%



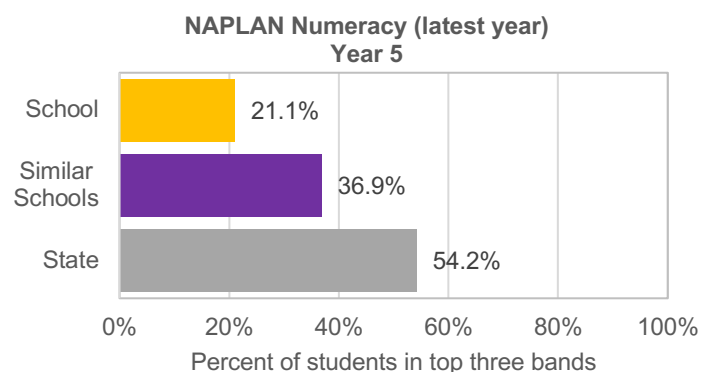
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.9%	27.8%
Similar Schools average:	42.8%	46.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	21.1%	23.7%
Similar Schools average:	36.9%	40.2%
State average:	54.2%	58.8%



WELLBEING

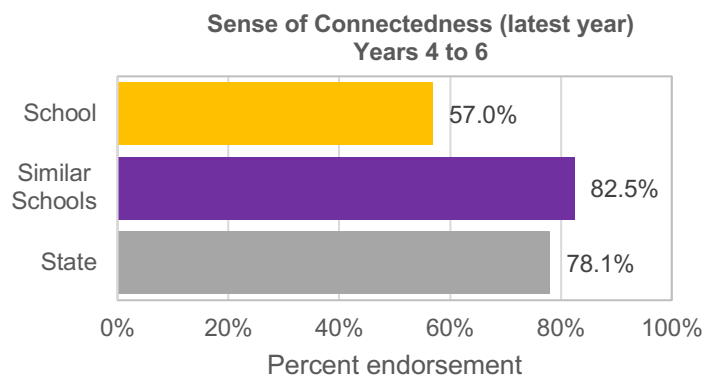
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	57.0%	61.8%
Similar Schools average:	82.5%	83.0%
State average:	78.1%	79.5%

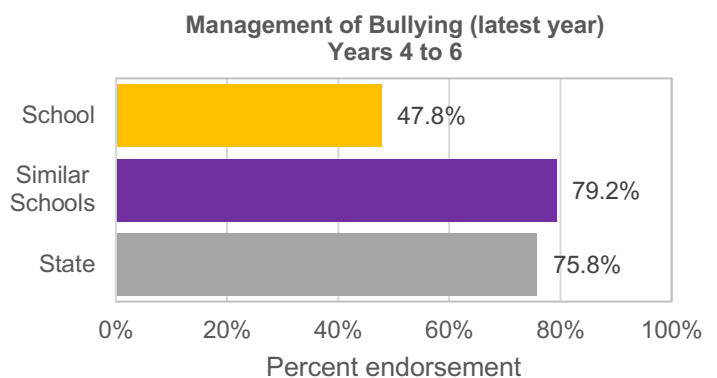


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	47.8%	58.0%
Similar Schools average:	79.2%	81.1%
State average:	75.8%	78.3%



ENGAGEMENT

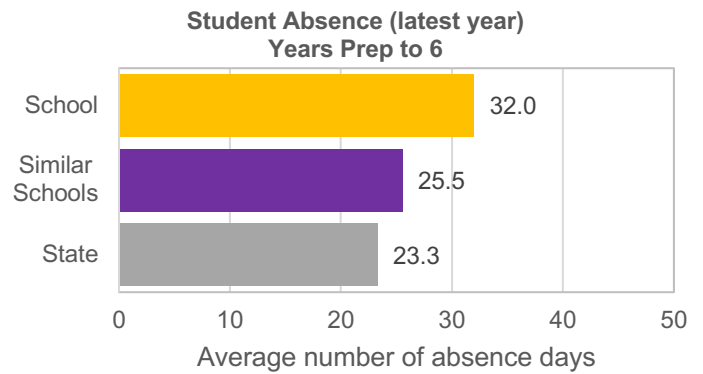
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	32.0	28.3
Similar Schools average:	25.5	20.1
State average:	23.3	17.0



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 (2022):	79%	84%	83%	87%	86%	84%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,445,062
Government Provided DET Grants	\$1,000,410
Government Grants Commonwealth	\$13,200
Government Grants State	\$0
Revenue Other	\$56,779
Locally Raised Funds	\$129,193
Capital Grants	\$0
Total Operating Revenue	\$5,644,644

Equity ¹	Actual
Equity (Social Disadvantage)	\$992,378
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$992,378

Expenditure	Actual
Student Resource Package ²	\$4,147,244
Adjustments	\$0
Books & Publications	\$976
Camps/Excursions/Activities	\$34,075
Communication Costs	\$3,505
Consumables	\$119,279
Miscellaneous Expense ³	\$17,916
Professional Development	\$16,855
Equipment/Maintenance/Hire	\$116,460
Property Services	\$120,374
Salaries & Allowances ⁴	\$39,068
Support Services	\$440,902
Trading & Fundraising	\$11,399
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,421
Total Operating Expenditure	\$5,103,472
Net Operating Surplus/-Deficit	\$541,172
Asset Acquisitions	\$135,052

(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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$647,472
Official Account	\$36,536
Other Accounts	\$0
Total Funds Available	\$684,008

Financial Commitments	Actual
Operating Reserve	\$143,735
Other Recurrent Expenditure	(\$2,440)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$40,651
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	\$80,493
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$262,439

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.