

2018 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 2018 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 07 March 2019 at 01:07 PM by Anthony Potesta
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 March 2019 at 02:57 PM by Brad Coath (School Council President)

About Our School

School context

In 2018, our school vision was developed in consultation with staff, students, parents and community members. Our new vision underpins everything we do and reflects the current context of Meadows Primary School and incorporates our school values. It 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 is located in residential Broadmeadows in the North West Victorian Region (NWVR). Meadows has an Early Learning Centre (Kindergarten) and a Community Hub on site which provide opportunities for a transition into the school. The school aspires for all students to make or exceed expected progress in literacy and numeracy and to have a strong voice in their learning. Through a focus on exemplary teaching, learning and community engagement, it aims to develop a respectful and inclusive school community that actively supports the wellbeing and resilience of all. A new school vision is currently being developed following the 2017 School Review.

Enrolment over the 2018 school year remained steady around 290, but ended the year on 300 students. Historically, the school has been a transient school, with families moving in and out of the area. The Student Family Occupation (SFO) density of the student population in 2018 was .82. The SFOE for 2018 was .68. The school is proudly multicultural with 27 language backgrounds other than English and 78% or 230 students recognized as EAL. The school received Equity (social disadvantage) funding for 214 students. Meadows has an increasing number of families with refugee status and/or new arrivals to Australia. It is often the case that children from these families enter Meadows Primary School with little to no English, having had limited exposure to formalised schooling and having experienced significant traumatic events in their lives. The school, in conjunction with the community hub, provide programs that support these families to settle in their new home.

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

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

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

Framework for Improving Student Outcomes (FISO)

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

- + Building Practice Excellence
- + Empowering students and building school pride
- + Building communities

After reviewing the 2017 AIP, it was pleasing that we moved from Emerging to Evolving on the FISO continuum. This shift is a result of building teacher agency across the school and embedding PLCs which are teacher driven, with the emphasis on student data and next steps for learning. Teachers have input into decision making that

directly affects their teaching and learning programs, resulting in greater levels of commitment and 'buy in'.

The Key Improvement Strategies linked to the initiatives were:

- + Embed collaborative Professional Learning Communities
- + Build teacher knowledge, skill and awareness of EAL learners
- + Develop and provide opportunities for students to exercise authentic agency in their own learning
- + Facilitate parent/carer involvement in education within the classroom, school and beyond

Our work in 2018 has been for teachers to understand relevant, successful, and effective practices to regularly monitor and adjust learning programs based on analysis of performance data. This has been underpinned by placing importance on building practice excellence and teacher collective efficacy and developing the belief that teachers have the resources to improve the learning outcomes of all students.

Achievement

To improve student learning outcomes and enhance teacher assessment literacy, the school continued to engage in Professional Learning Communities (PLCs) and moved along the Maturity Matrix from Emerging to Evolving. Teacher agency improved significantly (as shown in staff opinion survey) which led to increased teacher confidence and ownership of student learning. PLCs are now 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. Our cultural compass was embedded further across the school and was shown through professional actions rather than words on paper.

A strong focus of 2018 was developing teacher knowledge and capacity about how to best cater for the high percentage of EAL learners at the school. Teacher's knowledge of EAL learners has improved extensively over the course of the year. Guided by the EAL Leading Teacher, teachers are better able to understand how to cater for EAL learners in their classrooms and provide learning programs relevant to their needs. EAL student data is more accurately tracked and teachers are more informed about levels of achievement.

Teachers and integration support staff invested heavily in Leveled Literacy Intervention (LLI), both academically and practically. By the end of 2018, LLI was used in all classroom with impressive results. School data showed significant improvement in reading results of those students engaged with the intervention strategy. It was so successful that some teachers adapted aspects of the intervention strategy into their own guiding reading groups, producing successful outcomes.

In Mathematics, the Principal, Mathematics Leading Teacher and classroom teacher engaged in Leading Mathematics. As Mathematics will be the focus in 2019, it was important to lay strong foundations and direction around what mathematics would look like at Meadows Primary School in 2019. The Leading Mathematics professional learning enabled this to happen. Assessment data was reviewed weekly in PLCs to determine next steps for student learning. The mathematics curriculum team reviewed and reflected on the teaching of mathematics across the school.

Engagement

In 2018, the average number of absences (per full time student) dropped from 19.9 in 2017 to 17.4 in 2019. Common reasons for non-attendance include illness, extended family holidays and days of cultural significance such as Eid al-Fitr (after Ramandan) and Eid al-Adha (Festival of Sacrifice). Both these Islamic holidays occurred throughout the school year and we supported our families to celebrate these culturally significant events together, even though it had a detrimental effect on the attendance data. We held an inaugural IFTAR dinner for our families which saw over 170 people attend. This reflects the ongoing work of all staff to better engage and involve our families with their child/ren's education. All staff had a communication goal as part of their Professional Development Plans which saw the communication component of the parent opinion survey increase significantly.

The school continued with the work of the Meadows Advisory Group (MAG) which met regularly and consisted of parents and students as a means to better understand the needs and issues of the school community. Such was the importance and significance of MAG, it became a sub-committee of School Council. Through MAG, parents had greater voice and agency, and their ideas and opinions were shared in open and safe environment. The members of MAG played a large role in the development of our school vision and the IFTAR dinner.

Teachers engaged with the Pivot survey for the first time which gave them direct feedback from their students about aspects of their teaching. We will continue to use Pivot in 2019.

Overall, parents had greater connections with the school through events such as; athletics day, school concert, sustainability expo, family maths night, Harmony Day and end of year BBQ and soccer match. All of which saw record numbers of parents and families attending these events.

Wellbeing

The school continued to dedicate time and resources to embedding the School Wide Positive Behaviour Support (SWPBS) framework. All staff worked towards using the SWPBS framework to further develop student understanding of the school values of Respect, Responsibility and Resilience. The school further built the capacity of the SWPBS leader who was trained as an SWPBS coach and supported other schools with their implementation of the SWPBS framework. The school built on its SWPBS work and staff engaged with Berry St training. Of the four training days, three were completed in 2018 with the final day to be completed in 2019. The Berry St model, based on trauma informed practice gave greater clarity to the work needed to be done with students effected by trauma. As a result, new language developed across the school and staff and student began focusing on Zones of Regulation. This allowed students to better understand their own learning behaviours and identify when they were ready to engage in learning. A school counselor was employed to further support this work.

As a whole school, we developed a Behaviour Response Framework (BRF) which was trialed, then implemented across the school. This was developed in consultation with Berry St, DET's SWPBS coaches and our SSSO.

Meadows Primary School continues to be an inclusive school that supports the emotional, social and physical wellbeing of all students.

Financial performance and position

Financial commitment was made to provide for resources to assist in the implementation of our FISO initiative. Our Equity funding was used to support students deemed 'at risk' and to support students with refugee status, high levels of EAL and social disadvantage. The annual result was in surplus due to uncommitted funds in 2018 which are to be carried over to 2019.

The school accessed funds accumulated over previous years to purchase and install a new building located at the front of the school. Works were approved by School Council and DET. The new space allows for community and school based activities such as playgroup, Adult Conversational English and female health information classes. The new building will be used in 2019 as a StoryHub (through 100 Story Building Pilot initiative) to support community members to develop their reading and writing skills.

The school was engaged in a School Improvement Partnership (SIP) with Glenroy Central to design and implement a program that supported First Phase EAL learners. Funding for SIPs was additional to our State or Commonwealth funding.

Performance Summary

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

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

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

SCHOOL PROFILE

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.

Enrolment Profile

A total of 290 students were enrolled at this school in 2018, 134 female and 156 male.

78 percent of students had English as an additional language and np 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: Low

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	82.8	85.1	78.3	91.6

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	46.6	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	81.9	90.1	82.6	95.3	Similar
Mathematics	61.8	91.1	84.0	96.4	Lower

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison	
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	42.9	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	43.5	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	19.4	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	19.4	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison	
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	33.8	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	29.1	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	22.2	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	16.8	54.8	39.2	71.4	Lower

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	52.0	32.0	16.0
Numeracy	48.0	48.0	4.0
Writing	44.0	44.0	12.0
Spelling	41.7	41.7	16.7
Grammar and Punctuation	41.7	41.7	16.7

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number		Number	Number	Number
Average number of absence days (latest year)	17.4	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	19.2	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	91	91	90	90	90	96	93

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent		Percent	Percent	Percent
Percent endorsement (latest year)	67.0	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	70.9	81.7	73.8	88.7	Lower

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School Percent	State Median Percent	Middle 60 percent low Percent	Middle 60 percent high Percent	School Comparison
Percent endorsement (latest year)	64.1	81.2	72.2	90.3	Lower
Percent endorsement (2 year average)	66.3	81.8	73.7	89.7	Lower

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,251,225
Government Provided DET Grants	\$650,540
Government Grants Commonwealth	\$16,143
Government Grants State	\$0
Revenue Other	\$62,512
Locally Raised Funds	\$63,648
Total Operating Revenue	\$4,044,068
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Equity ¹	Actual
Equity (Social Disadvantage)	\$854,754
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$854,754
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Expenditure	Actual
Student Resource Package ²	\$3,249,438
Adjustments	(\$7,600)
Books & Publications	\$12,728
Communication Costs	\$9,627
Consumables	\$109,894
Miscellaneous Expense ³	\$346,357
Professional Development	\$14,612
Property and Equipment Services	\$225,575
Salaries & Allowances ⁴	\$8,425
Trading & Fundraising	\$10,527
Travel & Subsistence	\$994
Utilities	\$28,471
Total Operating Expenditure	\$4,009,048
Net Operating Surplus/-Deficit	\$35,020
Asset Acquisitions	\$335,633

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$83,278
Official Account	\$49,303
Other Accounts	\$72,868
Total Funds Available	\$205,449

Financial Commitments	Actual
Operating Reserve	\$85,000
Other Recurrent Expenditure	\$165
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$40,284
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,000
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	\$205,449

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SCHOOL COMPARISON REFER TO?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

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

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F–10 sets out what every student should learn during 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

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

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').