

2019 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 2019 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 11 March 2020 at 10:35 AM by Anthony Potesta (Principal)

The 2019 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 11 May 2020 at 12:41 PM by Brad Coath (School Council President)

About Our School

School context

Meadows Primary School is located in residential Broadmeadows in the North West Victorian Region (NWVR). Meadows Primary has a Kindergarten and a Community Hub on site, which provides the opportunity for a smooth transition into the school and extensive community engagement and involvement. Our purpose is to identify students' point of need and deliver exceptional learning programs that focus on academic, social and emotional growth.

Meadows Primary School engages in the School Wide Positive Behaviour Support (SWPBS) framework and Berry Street Education Model (BSEM) and believes positive behaviours can, and should be taught. These strategies support students and teachers in their decision making. Our values of Respect, Responsibility and Resilience align to SWPBS and BSEM and underpins how the school community operates and interacts with one another.

The school values collaboration for all staff, and engages in Professional Learning Communities (PLCs) to maintain a sustained focus on learning. Staff have agency and voice, and follow the Teaching and Learning Cycle to develop their professional knowledge and understanding as a means to support improvement in student outcomes.

In 2019, enrolments are remained steady at 330 students with our Student Family Occupation (SFO) index at .79. Our SFOE is .65. The school is proudly multicultural, having 27 language backgrounds other than English with 78% of students recognized as English as Additional Language (EAL). Meadows Primary school 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. These students may have had limited exposure to formalised schooling and may have experienced traumatic events in their lives. The school, in conjunction with the community hub, provide programs that support these families. School staffing comprises two Principal class members, three Leading Teachers, one Learning Specialist (literacy), 18 full time teaching staff, five part time teaching staff, 11 teaching support staff, two multicultural teacher aides and one ancillary support member. The school runs specialist programs in Physical Education, Visual Art, Performing Arts, STEM and Spanish.

School Vision and Values

'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'.

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.

These initiatives were selected in response to our end of year review of the 2018 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:

Build teacher knowledge, skills and dispositions in teaching mathematics.

Develop and provide opportunities for students to exercise authentic agency in their own learning.

To increase the level of engagement and inclusion through strengthening and further developing links between the school, community hub and kindergarten.

The work in 2019 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.

Achievement

Teacher and student reflections have been the big driver throughout 2019. Teachers worked together with students to help them understand the importance of reflecting on their learning and supported them to better articulate their understanding, especially when linked back to the learning intention and success criteria. This was in all areas of Mathematics and English.

In Mathematics specifically, teachers and students engaged in Math Conferences for the first time. This provided teachers with increased awareness of student ability and achievement and allowed students better understanding of 'where they were at' along the learning continuum. This allowed for more agency in goal setting and tracking.

A strong focus of 2019 was developing teacher knowledge and capacity about how to best cater for the high percentage of EAL learners at the school. This was achieved through the introduction of the Teaching and Learning Cycle (TLC) across the school. The TLC allowed teachers to delve deeper into the teaching of literacy by explicitly following each stage in the cycle. Units of work were developed and students engaged enthusiastically in the new process. We continued to partner with other schools in our network as part of the Cumulative Learning Project, implemented by Region.

Our NAPLAN data showed steady increase in student achievement with Reading showing the most improvement. Continued efforts remain when working with our students in mathematics. This was addressed throughout the year with the strong focus on developing teacher knowledge and understating around dispositions and math proficiency.

Across the school, teachers have worked closely with students to complete their personalised 'Ready to Learn' plans, continuing our use of Berry Street trauma informed practices. Teachers and students engaged in reading and mathematics conferences to provide feedback to about learning progress. Conferences had a strong impact, but consistency of practice will be a continued focus for 2020. Staff have cemented their use and understanding of learning intentions and success criteria, making them visible to students and unpacking them at the beginning of lessons. Students are showing greater use of success criteria to display their understandings and reflect on their progress.

Professional Learning Communities, (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. Our future whole school inquiry for 2020 will continue this work, and aims to further explore how to increase engagement and the meta-cognition of students to reflect on their success.

Our students who received PSD funding continued to be successful at school with a range of supports in place to aid in their academic and social development.

Engagement

The average number of absence days in 2019 was 21.4 which is greater than the State Median and similar to Like School Comparison. Our data shows higher than average absences for extended family holiday and religious cultural observance. As a school with a high percentage of families from Arabic backgrounds with Muslim religious beliefs, we are sensitive and understanding of our community needs to observe and attend events with important cultural significance.

Meadows Primary School takes a proactive approach to addressing student absenteeism. Student absenteeism data is tracked throughout the year and presented at a whole school and individual level. Plans were enacted to support students with chronic absence and alternate education settings, such as Project Real and Yarra Me were engaged to support students deemed 'at risk'.

Staff at the school completed the Berry Street Education Model Trauma Informed practice training in 2019 and in Term 4, employed a Social Emotional Learning (SEL) Learning Specialist to support and build the capacity of staff to

implement the training across the school.

Using the Pivot survey we collected formal feedback, as well as other informal discussions to gain further insight into students' perspectives of learning engagement. Teachers used feedback to develop lessons providing authentic learning experiences, and have felt an increase in stimulated learning. Staff developed an individual Professional Development Plan (PDP) goal linked to student agency and utilised the DET 'Amplify' document to further their understanding of authentic student voice and agency. School Leaders also engaged in a network Community of Practice focused on Student Agency. The school captains ran a peer review of the Attitudes to school survey and shared the results with staff from Meadows PS and students from other schools via video conferencing.

Implementation of StoryHubs initiative has been a success and we look forward to the grand opening of the StoryHubs space early in 2020 and the continued partnership between 100SB and Meadows PS.

Wellbeing

The Attitudes to School Survey results for 2019 indicate that students at Meadows Primary School have a strong sense of inclusion and connectedness to school. Encouragingly, we met our annual targets in relation to our Wellbeing targets with the exception of Respect for Diversity which will be a focus to address in 2020.

In 2019, Meadows Primary School, in conjunction with the EACH organisation, piloted a WILD - Bush Action Therapy Program, aimed at some of our disengaged students. The project objectives were designed to encourage self-esteem, self-worth; build connections with other young people, and provide a catalyst for change. WILD assists each student to look at their own strengths and other's strengths, develop individual coping strategies to deal with stressful situations, focus on experiential learning in a challenging environment, whilst always keeping the philosophy of challenge by choice. Some key areas for the program are communication skills, problem solving, conflict management, self-regulation, develop new tangible skills and knowledge, leadership opportunities and be exposed to nature and physical activity. The WILD program had a lasting, positive effect of students and staff and will continue in 2020.

The success of WILD has opened avenues to provide similar programs in 2020 which target more of our students. The aim being to incorporate these programs as part of our lunchtime activities to support the engagement and social interactions of students during these times.

Financial performance and position

The surplus is as a result of preparing for large numbers of student growth in the coming years. In 2019, we allocated funds to creating additional classroom space within our current learning spaces to accommodate the increase of student enrolments in 2019 and future enrolments in 2020 and beyond.

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.meadowsp.vic.edu.au

Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

Enrolment Profile

A total of 324 students were enrolled at this school in 2019, 162 female and 162 male.

77 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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





School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).









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



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Similar ●</p> <p>Below ●</p>

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Key: Similar School Comparison: ● Above ● Similar ● Below</p> <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below ●</p> <p>Below ●</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below ●</p> <p>Below ●</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>41%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>59%</td> <td>3%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>55%</td> <td>9%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>45%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>58%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	41%	41%	17%	Numeracy	38%	59%	3%	Writing	36%	55%	9%	Spelling	27%	45%	27%	Grammar and Punctuation	30%	58%	12%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>88 %</td> <td>90 %</td> <td>91 %</td> <td>89 %</td> <td>89 %</td> <td>89 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	90 %	91 %	89 %	89 %	89 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	90 %	91 %	89 %	89 %	89 %	90 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,575,843	High Yield Investment Account	\$66,738
Government Provided DET Grants	\$703,341	Official Account	\$85,180
Government Grants Commonwealth	\$3,200	Other Accounts	\$0
Government Grants State	\$3,200	Total Funds Available	\$151,918
Revenue Other	\$65,005		
Locally Raised Funds	\$80,203		
Total Operating Revenue	\$4,430,791		
Equity¹			
Equity (Social Disadvantage)	\$861,670		
Equity Total	\$861,670		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,529,806	Operating Reserve	\$128,646
Books & Publications	\$7,523	Other Recurrent Expenditure	\$4,871
Communication Costs	\$9,790	Funds Received in Advance	\$60,644
Consumables	\$132,447	Asset/Equipment Replacement < 12 months	\$48,000
Miscellaneous Expense ³	\$368,494	Total Financial Commitments	\$242,161
Professional Development	\$25,568		
Property and Equipment Services	\$177,377		
Salaries & Allowances ⁴	\$60,170		
Trading & Fundraising	\$9,525		
Travel & Subsistence	\$288		
Utilities	\$31,448		
Total Operating Expenditure	\$4,352,439		
Net Operating Surplus/-Deficit	\$78,353		
Asset Acquisitions	\$83,578		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 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)

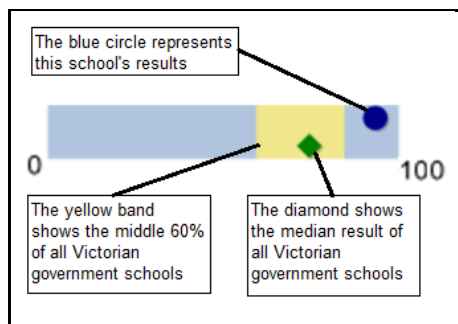
Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

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

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

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

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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