

# 2019 Annual Report to The School Community



School Name: Melton Primary School (0430)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 18 March 2020 at 01:15 PM by Vanessa Harrison (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.

To be attested by School Council President

## About Our School

### School context

Melton Primary School strives for our students to become active and independent learners by:

- Encouraging students to become lifelong learners who value themselves, others and learning.
- Promoting a social responsibility, resilience, perseverance and independence.
- Providing a nurturing and challenging environment that promotes an enthusiasm for learning and prepares individuals to become reflective and valued members of society.

In order to deliver this core purpose our school will:

- Demonstrate exemplary teaching and learning with innovative practices
- Build strong partnerships between school, home and the wider community
- Respect and embrace the diversity within our community
- Recognise and celebrate effort and achievement
- Promote a safe and caring environment.

To promote our School Agreed Behaviours and all that they encompass which are:

- We are active learners
- We respect others
- We are safe
- We are supportive

### Framework for Improving Student Outcomes (FISO)

Throughout 2019, our focus was on enhancing our excellence in teaching and learning, curriculum planning and assessment. The main focus was on embedding our consistent approach with our instructional model and then building the capacity of the staff to effectively implement each of the elements of the instructional model. Staff utilised the HITS and conducted professional reading and professional development on how they can utilise the HIT of setting goals to plan and implement actions for individuals. Teachers also reported achievement towards goals with ongoing reporting to parents. From the commencement of 2019 teacher's planning focused on differentiation and it centers on the instructional model of Melton Primary School. The review, adaptations and adoptions to the assessment schedule has seen a greater emphasis on the purpose and need for specific assessments. We have focused on having a clear goal, targets and protocols for all of our teams across the school. Our students have been provided with incursions and curriculum planning that promotes inclusion and acceptance of all.

Throughout 2019 reading and writing were the curriculum areas at the centre of our focus. Staff were provided with professional development on reading and writing and how to focus their planning at a student's point of need. Staff continued to be exposed to the Literacy Tool Kit available on the DET website and the range of resources as a part of this suite. Staff continued to encourage students to read more frequently at home by keeping a record of nights reading. Staff also utilised the Premier's Reading Challenge to further support reading across the school. Explicit links were made between reading and writing and how the literacy block could be refined. LLI continued to be in operation with a greater focus being made on providing extension sessions for the students who were at a higher point of learning to their peers. Mini Lit continued to support students in developing core reading skills.

Planning week was prioritised on a termly basis to enable teams to meet together to establish their core teaching components for the following term. Staff utilised their professional practice days each term to work on planning, assessment, professional development and visiting other schools to view a range of teaching practices.

We continued to build on the professional leadership across the school by providing professional development and adjusting our internal practices to suit the growing needs within our community. Each staff member actively engaged with our Learning Specialist to look at a range of areas of practices and what are some ways of enhancing our teaching practices.

### Achievement

Based on teacher judgement data student achievement in English and Mathematics at Melton Primary School is behind the performance median of primary schools in the state. Our Year 3 Naplan Results are below similar schools results and our Year 5 Naplan Results are similar in the similar school comparison.

When looking at the learning gains of students from the Grade 3 – Grade 5 Naplan tests, the percentage of students that made a medium to high gain were in Reading 70% - which is a decrease of 17% from 2018, Numeracy 76% - which is an increase of 5% from 2018, Writing 82% - which is an increase of 6% from 2018, Spelling 91% - which is an increase of 17% from 2018 and Grammar and Punctuation 66% - which is a decrease of 8% from 2018. These results indicate that the focus on writing and spelling has shown a significant gain in our student's performance.

During 2019, we focused on refining our curriculum, pedagogy, assessment and reporting. We utilised coaches and our learning specialists across the school to model and work with teachers to ensure consistency in practice across year levels whilst making deeper connections with assessment and learning. We focused on a number of data sets and identified key components of improvement. Staff analysed data at an individual, cohort and whole school levels. We identified areas in the curriculum that required up levelling. We drew from a range of research and investigations with other schools to refine our teaching practices. We continued with the implemented programs, particularly in literacy to further enhance the foundation learning skills – LLI, Mini Lit, M100W words, Spelling Mastery, 6+ Traits of Writing, VCOP & Big Write. Staff continued to engage in professional reading centred around the Practice Principles and the High Impact Teaching Strategies to increase student engagement and performance. Our leadership team conducted a review of our Numeracy model focusing on the success and how to make it even better. They drew on latest research, student and staff opinions. Our focus was to improve the learning growth and achievement of every child in both Literacy and Numeracy. All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

## Engagement

Our Engagement team have worked on building our school community by providing opportunities for the students and families to come together in a social aspect. We have been able to showcase a number of different areas across the curriculum. Communication and organisation have been key components to the success of the social events for families. The school invited parents and members of the community in to work closely together to enhance outcomes for our students. Year levels held termly open mornings, afternoons or events where parents and extended family were invited to participate and celebrate the learning of our students. Whole school events such as the Obstacle Run, Multi Cultural days, STEAM Open Night and School Concert were all opportunities for the community to engage with the school and celebrate the learning that occurs at our school.

A focus and push on improving student attendance has been successful in decreasing the average number of days absent per child in some year levels. Our attendance officer made daily contact with the parents of absent students. Individual student attendance was tracked and individuals were identified with outstanding attendance, students who required additional support and students who were identified as at risk due to excessive absences. Providing incentives and awards has been paramount to the success in increased attendance. Unfortunately our attendance rates are still significantly higher than the state. Following up with individual families to further promote attendance has continued to be essential in ensuring students are connected to school and they are attending as often as possible. We have also worked closely with the region's attendance officer for students who are at high risk due to their poor attendance. The school facilitated meetings with the families of students with excessive absences and developed plans for re-engagement. Through student's reports we communicated with parents the importance of regular attendance and the correlation to success later on in life. Student attendance will continue to be an area of future focus as it is the lowest performing area of our school. There is a direct correlation with student attendance and performance and unfortunately if students are not at school, they cannot be taught.

## Wellbeing

Results of the Attitudes to School Survey for 2019 indicate our students are feeling connected to the school and feel safe. Throughout 2019 our staff continued to implement and be trained in the Berry Street initiatives and strategies to further build positive and effective relationships with students focusing on their wellbeing. Staff have built their capacity in building student's stamina, developing a growth mindset, building resilience, utilising positive emotions, cultivating wondering, building on values and character strength and utilising play, humour and fun. On a daily basis staff

implement a number of these strategies on a whole class and individual level. Staff also utilised elements of the Respectful Relationships program that focus on creating an inclusive and positive climate for learning. Our Primary Welfare Officer and School Chaplain again worked with a number of different students and families to best support the needs of our students. Where needed they linked in with external agencies, both local and in greater Victoria to gain additional support and assistance. The school breakfast club program operated regularly throughout the year to provide a nutritious breakfast for students so they could make the most their learning opportunities.

### **Financial performance and position**

The school is in a surplus situation. During 2019 funds were spent on developing and improving the front of the school on Unitt Street. New synthetic grass was laid encompassing play areas for the students, the construction of a new sandpit and the installation of a basketball ring. Existing playground equipment was repaired or replaced as necessary. The painting of the office and the installation of new carpet and vinyl flooring saw an improvement to the appearance of the office. In the classrooms there was an upgrade of some of the whiteboards to interactive t.v.s, new ipads were purchased and charging stations and the provision of student reader packs and new books were provided to support the classroom teaching and learning programs. Performing Arts was successful in obtaining additional grants to offer excursions and physical resources to further enhance the program.

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

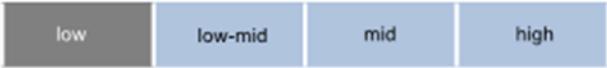
## Performance Summary

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: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 622 students were enrolled at this school in 2019, 303 female and 319 male.</p> <p>16 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## 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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Below </p>

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar School Comparison	
<p><b>NAPLAN Year 3</b></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>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><b>NAPLAN Year 5</b></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>Similar </p> <p>Similar </p>	

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison																																																
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<p><b>Reading</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>30%</td></tr> <tr><td>Medium</td><td>51%</td></tr> <tr><td>High</td><td>19%</td></tr> </table> <p><b>Numeracy</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>24%</td></tr> <tr><td>Medium</td><td>37%</td></tr> <tr><td>High</td><td>39%</td></tr> </table> <p><b>Writing</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>19%</td></tr> <tr><td>Medium</td><td>59%</td></tr> <tr><td>High</td><td>23%</td></tr> </table> <p><b>Spelling</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>9%</td></tr> <tr><td>Medium</td><td>52%</td></tr> <tr><td>High</td><td>39%</td></tr> </table> <p><b>Grammar and Punctuation</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>33%</td></tr> <tr><td>Medium</td><td>39%</td></tr> <tr><td>High</td><td>28%</td></tr> </table>	Gain Level	Percentage	Low	30%	Medium	51%	High	19%	Gain Level	Percentage	Low	24%	Medium	37%	High	39%	Gain Level	Percentage	Low	19%	Medium	59%	High	23%	Gain Level	Percentage	Low	9%	Medium	52%	High	39%	Gain Level	Percentage	Low	33%	Medium	39%	High	28%	<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"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>25%</td></tr> </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

**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

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> 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><b>Results: 2019</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below </p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" data-bbox="542 963 1021 1064"> <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>90 %</td> <td>91 %</td> <td>89 %</td> <td>91 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	90 %	90 %	91 %	89 %	91 %	88 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	90 %	90 %	91 %	89 %	91 %	88 %										

### 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><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Similar</b> <span style="color: lightblue; font-size: 2em;">●</span></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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,804,300	High Yield Investment Account	\$1,194,926
Government Provided DET Grants	\$1,003,956	Official Account	\$52,571
Revenue Other	\$176,721	Other Accounts	\$13,418
Locally Raised Funds	\$338,008	<b>Total Funds Available</b>	<b>\$1,260,915</b>
<b>Total Operating Revenue</b>	<b>\$7,322,986</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$999,044		
<b>Equity Total</b>	<b>\$999,044</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$5,684,800	Operating Reserve	\$194,208
Books & Publications	\$35,072	Other Recurrent Expenditure	(\$431)
Communication Costs	\$6,912	<b>Total Financial Commitments</b>	<b>\$193,777</b>
Consumables	\$198,732		
Miscellaneous Expense <sup>3</sup>	\$262,990		
Professional Development	\$47,500		
Property and Equipment Services	\$376,213		
Salaries & Allowances <sup>4</sup>	\$179,098		
Trading & Fundraising	\$66,962		
Travel & Subsistence	\$18		
Utilities	\$176,878		
<b>Total Operating Expenditure</b>	<b>\$7,035,174</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$287,812</b>		
<b>Asset Acquisitions</b>	<b>\$147,192</b>		

- (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)

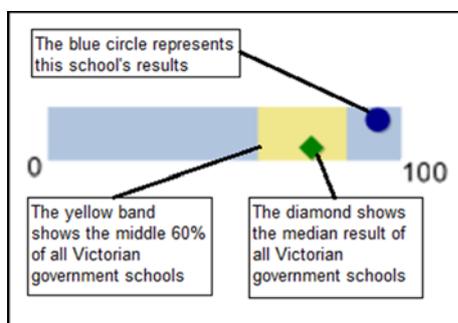
### Engagement

- 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').