

**2015 Annual Report to
the School Community**

**Meadows
Primary
School
School
Number:
5524**



Name of School Principal:

Julie Lowerson

Name of School Council President:

Nada Hassoun

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Meadows Primary School is a dynamic learning environment providing an innovative, rigorous curriculum for all. Current research informs our teaching and learning and we are proud of how we are refining our success at translating this into teaching practices within our purposeful learning spaces. Leadership draws upon internal and external expertise to ensure academic rigor is applied to the learning opportunities and curriculum design.

Meadows has a current enrolment of 317 students from 27 language backgrounds other than English. School staffing comprises the equivalent of 22 fulltime teaching staff, two Principal class, two Lead Teachers and eight education support staff. Our Early Learning Centre provides opportunities for families to further develop their children through attendance and participation in Three Year Old Activity Group, Arabic Story Telling Time etc.

We have 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 diversity of learning opportunities in order to promote the development of our students.

We will continue with our focus of further developing capacity and capabilities of all staff and “growing our own leaders”. Our work, which commenced in 2014 centred round Strategic Curriculum Design, will be evaluated, refined and implemented on a cycle of continuous improvement. The success of working with a senior fellow from the University of Melbourne warrants us continuing and expanding this strategy to include a wider section of our teaching staff. A “Mentor in Residence” approach will be implemented in 2016 to enable us to do this with great success. Staff have regular access to this Mentor, including regular planning sessions where support and challenge is part of our professional culture. This “in-house” Professional Learning allows for greater effectiveness and more successful transference to classroom practice.

Meadows Primary School is located in Broadmeadows in the North Western Region. There is an Early Learning Centre and a Community Hub on site which provide opportunities for a seamless transition into our primary school. This engages and promotes a positive relationship of sharing and learning with our culturally diverse community. We are continuously designing and implementing methods to further increase our parental engagement. Our “Champions of Meadows” sessions proved successful in 2015 and will continue in 2016. These sessions provide an opportunity for interested parents to meet, hear about specific aspects of our teaching and learning and ask questions related to this.

Meadows Primary is an award winning, architecturally designed building with a 5 star sustainability rating. Meadows Primary currently operates successful learning environments for ages 0 -12 in state of the art facilities. These include a full size gymnasium, performing arts hall, canteen and a breakfast club kitchen, and a synthetic athletics track/sports field. In 2015, we undertook major grounds works to provide more enticing and purposeful active and passive playgrounds for all students.

At Meadows, we aim to be excellent and provide all students with a rigorous and relevant education to allow them to be the best they can be.

Achievement

Teacher AusVELS Assessments in English F – 6 show that our students are performing within the middle 60% of Victorian Government Schools. On a school comparison level the AusVELS score place our students above identified similar schools. This assessment data does not include our EAL students who are assessed against the EAL continuum. Teacher AusVELS Assessments in Mathematics F -6 show that our students are performing below 60% of Victorian Government Schools. On a school comparison level, the AusVELS scores place our students within the similar range. NAPLAN results for year 3 Reading and Numeracy are below the middle 60% of Victorian government schools, lower than similar schools. The Year 3 four year average Reading and Numeracy results are lower than similar schools. NAPLAN results for Year 5 Reading and Numeracy are below the middle 60% of Victorian government schools. This is similar with like schools for Reading, and the four year Reading average is also similar. The Year 4 Numeracy results are lower than similar schools, as is the four year average.

Mathematics is an identified area of focus for development in 2016. To improve our Mathematics results, Cath Pearn, an academic specialising in the teaching of Primary Mathematics at the University of Melbourne has been engaged as a consultant to develop the teaching and learning across our school. A Lead teacher has been employed to oversee our Math focus and to develop the Math teaching and learning from grades F-6.

We continue to address the concerns regarding our data and be solution focused in order to improve student outcomes. Our data shows shift in the medium growth areas. We are being strategic in placing resources in EAL areas as we have such a large EAL population.

The focus on the dialogic teaching framework will continue this year and will be extended to include the understanding and teaching of verbal reasoning in mathematics. An action research pilot project in the 3/4 unit is being constructed to further develop teacher capacity and capabilities.

Engagement

Year level attendance rates for 2015 range from 87% to 94% with an average attendance rate of 91.4%. This is an increase from 2014 levels. Attendance rates for 2015 and the four year average results are comparable to similar schools. In 2105, we established an Attendance Committee that developed an attendance flow chart, and formalised the role of our nominated Attendance Officer. Information on the correlation between attendance, learning and being engaged at school was provided to the school community in various ways. Students were provided with opportunities to celebrate their learning through Student Led conferences, Inquiry Open days and a Science and Art Expo. Initiatives to engage and motivate students to attend school include Dialogic Teaching Framework, evidence based teaching and focused inquiry learning. The student engagement focus will be on developing strategies to improve students' cognitive engagement and awareness of their own learning needs. Student Leaders will be further developed and empowered to be a voice within the school to work alongside staff to effect improvement in this area.

Wellbeing

The Student Attitude to School data shows the year 5/6 Connectedness to School scores for 2015 are below the middle 60% of all Victorian Government schools; this is lower when compared to similar schools. The four year average falls within the 60% range for all Victorian Government schools, this is also lower when compared with similar school. Student Perception of Safety data is below the middle 60% of schools and below comparable schools. School Wide Positive Behaviour Support process and practices have become more embedded and consistent across the school. Student wellbeing data is now tracked using the student management tool XUNO; this helps highlight areas of concern and implement appropriate actions. Implementing a strategic approach to Student Wellbeing is aimed at empowering students to be able to better regulate their behaviours, better connect to school and be more actively involved in their learning.

We continue to develop our wellbeing practices by investing in professional learning through working with Dan Petro, Behaviour Analyst and committing a staff member one day per week to promote the use of our positive behavior framework across the school

Productivity

Resources are strategically allocated in order to maximise learning outcomes for students. Financial resources have been strategically allocated to employ academic mentors in literacy and numeracy, provide literacy intervention support and support to EAL students and develop a leadership profile. Consistency of practice is supported by organisational structures which allocate time for effective meetings, collaborative discussions, personal and professional learning. All staff have participated in the Performance and Development cycle. Staff will set their professional goals against our AIP and meet to discuss these, provide evidence and reflect upon their learning. In 2017 investments in professional learning will underpin the productivity improvement targets.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 298 students were enrolled at this school in 2015, 140 female and 158 male. There were 44% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

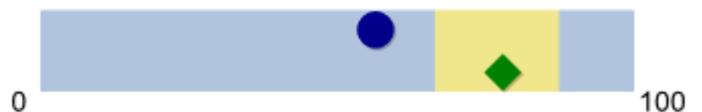
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



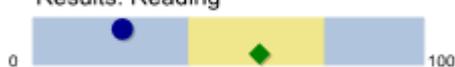
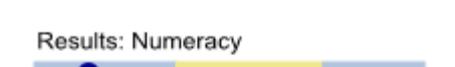
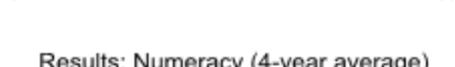
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school: ● Median of all Victorian government primary year levels:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</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> Similar</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>43%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>52%</td> <td>40%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>54%</td> <td>4%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>54%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>54%</td> <td>38%</td> <td>8%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	43%	22%	Numeracy	52%	40%	8%	Writing	42%	54%	4%	Spelling	12%	54%	35%	Grammar and Punctuation	54%	38%	8%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>87 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	92 %	93 %	93 %	94 %	91 %	90 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
87 %	92 %	93 %	93 %	94 %	91 %	90 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary

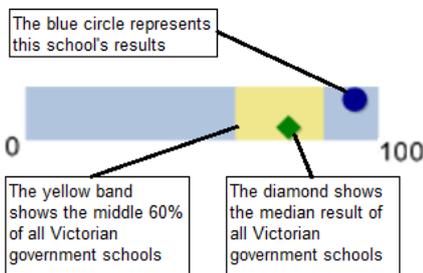
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

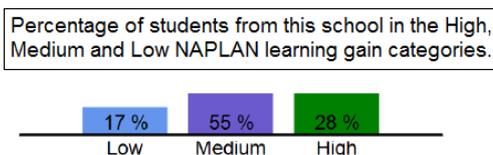
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

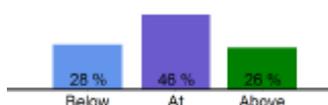


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,540,096	High Yield Investment Account	\$216,576
Government Provided DET Grants	\$914,736	Official Account	\$11,250
Government Grants Commonwealth	\$11,934	Other Accounts	\$209,019
Revenue Other	\$76,049	Total Funds Available	\$436,845
Locally Raised Funds	\$78,385		
Total Operating Revenue	\$3,621,200		
Expenditure		Financial Commitments	
Student Resource Package	\$2,462,335	Operating Reserve	\$113,517
Books & Publications	\$22,598	Asset/Equipment Replacement < 12 months	\$25,000
Communication Costs	\$9,407	Capital - Buildings/Grounds incl SMS<12 months	\$65,000
Consumables	\$63,757	Maintenance - Buildings/Grounds incl SMS<12 months	\$125,000
Miscellaneous Expense	\$271,817	School Based Programs	\$95,000
Professional Development	\$4,226	Maintenance -Buildings/Grounds incl SMS>12 months	\$13,328
Property and Equipment Services	\$394,172	Total Financial Commitments	\$436,845
Salaries & Allowances	\$83,555		
Trading & Fundraising	\$10,188		
Travel & Subsistence	\$891		
Utilities	\$18,233		
Total Operating Expenditure	\$3,341,178		
Net Operating Surplus/-Deficit	\$280,022		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

[Insert financial commentary here]