

2016 Annual Report to the School Community



School Name: Meadow Heights Primary School

School Number: 5227



Name of School Principal:	Margaret Leach
Name of School Council President:	Phillip Perroni
Date of Endorsement:	April 20 th 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

About Our School

School Context

Meadow Heights Primary School (MHPS) is situated 4 kilometres north of Broadmeadows. The school ground features several designated grass play areas, including 6 shaded adventure playgrounds. In Dec 2016, this school had 56 equivalent full-time staff: 2 principal class, 34 teachers and 20 Education Support Staff. The school had an enrolment of 467 students (Feb Census 2016) from diverse cultural and socio-economic backgrounds, with a high proportion of students from Language Background Other Than English (LBOTE) spoken at home. The school community values this diversity and supports students by offering a broad curriculum with a strong emphasis on English and Mathematics learning. Student Family Occupation (SFO) Density is 0.8022 and a Student Family Occupation and Education (SFOE) is 0.6748 (June 2016)

Our ethos is supported by the vision that optimum learning conditions are dependent upon teachers, parents and students working in partnership to develop healthy, happy and resilient learners. Our values of Respect, Equality and Excellence are evident in everything we do. We provide a learning environment for all which is safe, happy and stimulating. We are refining our Kinder to Prep transition program which was reviewed in 2016 to have a strengthened link to the work of the Meadow Heights Primary School Community Hub so that interventions and supports can occur before children attend school and families are supported in an ongoing manner.

As a school we strive to develop all students' capacity as learners through our commitment to teaching excellence and differentiating the curriculum to cater for the individual needs and abilities of our students. At Meadow Heights Primary School we believe that every child can learn. Our motto is: "Do what is right for our learners and be able to explain why". At Meadow Heights Primary school we are: "A safe and happy school where children enjoy learning."

Framework for Improving Student Outcomes (FISO)

Recognizing that a high proportion of our students come from culturally, linguistically diverse, low-socio-economic and disadvantaged backgrounds including students from refugee background, our current School Strategic Plan has centered on the allocation of funding/resourcing to improve student outcomes with a focus on the priority area of excellence in teaching and learning. All staff at Meadow Heights Primary School are dedicated to delivering excellence in teaching and providing optimum learning conditions to all our students. All our students are provided with explicit and differentiated teaching in a calm, safe, happy and stimulating learning environment.

The school has an effective team structure in which teams of teachers plan and deliver the curriculum together led by Teaching and Learning Leaders. Building on the evidence based success of having Teaching and Learning Leaders work collaboratively with teachers in 2016, our next step for 2017 is for teachers to continue working with these leaders to focus on the Victorian Curriculum standards, learning goals, learning activities and assessment strategies in Number and Algebra and Reading Comprehension. In particular the establishment of a Maths Project Team comprised of teachers and a leading teacher working closely with the Network's Educational Instructional Leader will provide intensive professional development for all teachers across the school.

To improve comprehension results we will use the assessment data highlighted by the Fountas & Pinnell Continuum of Literacy Teaching and link this with Victorian Curriculum to inform teaching at student point of learning.

To strengthen this approach the school will commence the Department of Education and Training (DET) Professional Learning Communities (PLC) initiative in order to develop teachers capacity and role as evaluators of their own impact.

To this end, teachers will again be involved in team based action research on "Teach like a Champion" engagement techniques.

Achievement

This is the third year of the 2014 to 2018 School Strategic Plan and it is pleasing to note the growth in NAPLAN student outcomes evident in 2014 year three students to 2016 year five students results. Our students achieved nearly three years growth in just two years for reading. Over three years growth in two years for writing and over two years and six months growth in two years for number. With these results it is evident that teachers are collectively collaborating to use data to inform teaching as a high impact strategy.

This is also the first year since 2013 that the year three reading and numeracy student outcomes are similar to other schools that have similar student intake characteristics. By year five, the NAPLAN trends have reflected that student outcomes have improved to similar schools' results. However the trend indicates that student outcomes are lower in Numeracy. As a result, this trend has influenced the implementation of a key improvement strategy in establishing a Maths Project Team with representatives and teams from across the school to develop consistent practices using agreed upon sequences of learning in Number and Algebra. This will provide intensive numeracy professional development for all teaching staff.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

At Meadow Heights Primary School our goal is to continue to collaboratively and collectively work improving student engagement through meeting the diverse needs, interests and abilities of all our students so that they want to be at school. We have aimed to achieve this by streamlining/refining the actions commenced in 2015:

- pre and post assessment at student's point of need,
- providing inclusive whole school sequenced teaching and learning programs with explicit instruction, learning intentions/success criteria and
- providing engaging classroom practices.

Students will be more likely to be engaged in their learning by teachers implementing:

- (Victorian Curriculum) to plan and differentiate learning tasks based on the student's zone of proximal development and
- School-wide teaching techniques, namely, 'No Opt Out' (which links to fifteen other teaching techniques) combined with classroom observation of teacher performance and the giving and receiving of feedback.

In 2015, although attendance was lower than similar schools, the number of days absent per student was reduced by three days from 2014. However, the 2016 absence days were higher than desired. This year our goal is to engage the school community – students, staff, and parents/carers through a practical change project using the strategies adopted from Education Changemakers Case Study Research Course to improve student attendance.

Wellbeing

A gradual upward trend has been demonstrated in the 'Attitudes to School Survey' by students in years 5 and 6, feeling increasingly connected to school and feeling safer since the beginning of our 2014-2018 School Strategic Plan. To continue this positive trend and to ensure a calm orderly learning environment our goal at Meadow Heights Primary School is to continue to improve student wellbeing by empowering teachers to manage a range of diverse student behaviours and improving teacher understanding of the whole child.

In 2015, the strategic intent to create a calm orderly environment was the 'SHARE' (Safe Kids, Happy School, Always try our best, Respect and Encourage responsible behaviour) strategy which was implemented by teachers who observed students needs in the classroom and planned resilience building activities at students point of need. The core strategy for 2016 was for teachers to complete and implement a Behaviour Support Plan for students with diverse behaviours. Teachers identified key triggers that escalated the student's behaviour and put in place a 'safety plan' that addressed strategies for the student to self-regulate.

Our Meadows Heights Primary School Community Hub connects with and services the families in our community. Some activities in place to engage our parents and members of the community in their child's school life include play groups, recreation activities, breakfast club and homework club. Foundation House has also assisted with servicing the needs of our refugee families.

For more detailed information regarding our school please visit our website at
www.meadowheightsps.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 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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 470 students were enrolled at this school in 2016, 237 female and 233 male. There were 77% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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 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> Similar</p> <p> Lower</p> <p> Similar</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> Similar</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>50%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>45%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>55%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>54%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>54%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	50%	29%	Numeracy	40%	45%	15%	Writing	22%	55%	24%	Spelling	11%	54%	35%	Grammar and Punctuation	22%	54%	24%	<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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</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>89 %</td> <td>88 %</td> <td>90 %</td> <td>90 %</td> <td>89 %</td> <td>90 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	88 %	90 %	90 %	89 %	90 %	88 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	88 %	90 %	90 %	89 %	90 %	88 %										



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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

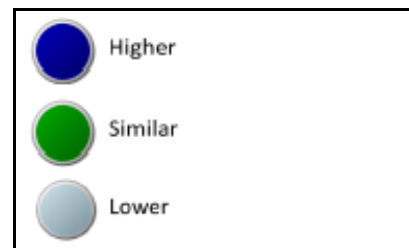
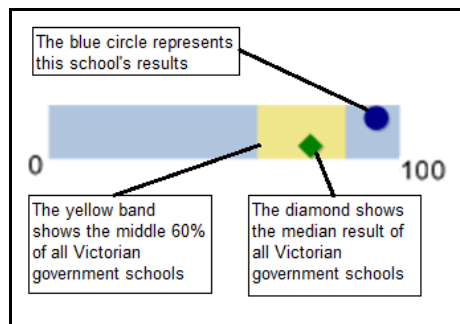
What are student outcomes?

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, P-12 and specialist schools, 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.

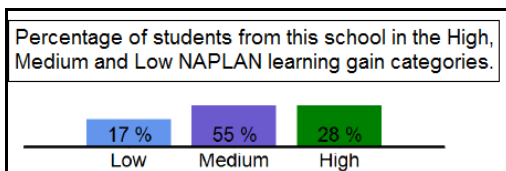
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$5,118,724
Government Provided DET Grants	\$863,339
Government Grants Commonwealth	\$15,900
Government Grants State	\$14,913
Revenue Other	\$21,816
Locally Raised Funds	\$70,835
Total Operating Revenue	\$6,105,527

Expenditure	
Student Resource Package (SRP)	\$5,059,334
Books & Publications	\$7,612
Communication Costs	\$7,311
Consumables	\$127,720
Miscellaneous Expense	\$144,294
Professional Development	\$14,867
Property and Equipment Services	\$257,072
Salaries & Allowances	\$162,769
Trading & Fundraising	\$30,021
Travel & Subsistence	\$31
Utilities	\$46,763

Total Operating Expenditure **\$5,857,795**

Net Operating Surplus/-Deficit **\$247,731**

Asset Acquisitions **\$16,955**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$121,327
Official Account	\$33,823
Other Accounts	\$170,483
Total Funds Available	\$325,633

Financial Commitments	
Operating Reserve	\$127,301
Asset/Equipment Replacement < 12 months	\$23,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$66,400
School Based Programs	\$28,172
Other recurrent expenditure	\$80,759
Total Financial Commitments	\$325,633

The school, through the School Council & Resources Sub Committee, is mindful of its responsibility in delivering an appropriate annual budget with all expenditure reflecting identified school priorities. These priorities are highlighted within the School's Strategic Plan & Annual Program Budgets.

Expenditure was carried out in line with the school council approved yearly budget & sound internal control procedures. The school's detailed program budget reflects the needs & priorities of programs designed to maximize student learning opportunities. We had \$325,633 in our Bank Accounts at the end of 2016.

Meadow Heights Primary School continues to manage its finances in the responsible manner expected by its community. All financial decisions are made in the interest of providing a stimulating learning environment and maximising student learning.

*SRP Expenditure figures are as of 06 March 2017. 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

