

2015 Annual Report to the School Community

Thomastown Meadows Primary School

School Number: 5134



Name of School Principal:

Robyn Baker

Name of School Council President:

Samir Afif

Date of Endorsement:

17/03/2016

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

Thomastown Meadows Primary School opened in 1980 and is in a well-established residential area in the northern suburbs of Melbourne. Our school has 342 students with 19.8 equivalent full time teaching staff, 2 Principal class and 15 Education Support staff at varying time fractions. A very high proportion of students are from diverse backgrounds where English is not spoken at home. The purpose of the school is to provide a safe and challenging environment that engages and stimulates students to become lifelong learners with the academic, social and personal skills needed to become productive members of a dynamic, global society. The school values are: Respect, Cooperation (Getting Along), Resilience, Confidence and Honesty. The school utilises a Rights and Responsibilities approach to behaviour management supported by the You Can Do It and Bounceback Programs. The focus of the school is on ensuring that every student is supported to reach their full potential. There are four teaching teams within the school (Prep, 1/2, 3/4 and 5/6) who plan together as a year level teaching team to deliver comprehensive programs in Literacy, Maths and Integrated Curriculum according to AusVELS. Literacy and Maths sessions are implemented using small group instruction. AiZ (Northern Region initiative) strategies are supported by a school Teaching and Learning Coach who works individually and with teams, building teacher capacity in all aspects of teaching. Specialist programs are run in Physical Education, Visual Arts and Computing. Auslan was taught to Prep students this year as per the implementation of the Languages Strategy. National Partnerships funding has been used to build teacher capacity. There are support programs in Maths Intervention and Reading Intervention. Attendance rolls are marked twice a day. Absences are initially followed up by the classroom teacher. For ongoing or problematic absences, the full time Primary Welfare Officers works with the students and their families to address the issues that are leading to the absences. During 2012, the school undertook a school review leading to the writing of a new four year Strategic Plan of which 2015 was the third full year of implementation.

Achievement

Overall the school is performing as expected in teacher judgment against AusVels. In Years 3 Numeracy and spelling, there was a slight dip in achievement as compared with the previous year. In all other areas there was growth. In Year 5, there was growth across all areas. For both Years 3 and 5 there are strong results in writing with both cohorts being above state. The whole school is working in Literacy using The Seven High Reliability Literacy Teaching Procedures, as per AiZ, to ensure consistency in Literacy teaching across the school. There is a whole school focus on the teaching of comprehension. The school is constantly revisiting and reviewing the consistency of implementation of the strategy. Work is being done to ensure there is consistency in the teaching of Maths from Prep-6. A Maths Coach has worked with teachers to improve their strategies and pedagogy. The school is implementing Reading Intervention and Maths Intervention in the Early Years to support the development of solid foundations for Literacy and Numeracy development. Currently, teaching teams discuss curriculum and complete detailed planning for their teaching. There is collective responsibility for student outcomes. Staff spent a lot of time working with the Teaching and Learning Coach to better use Literacy and Numeracy assessment data to directly inform what to teach students next. Data is discussed at each PLT meeting to ensure student needs are being met. Each student has learning goals in English, Maths and Personal Learning. Staff work collaboratively to cater for the individual needs of students. Planning documentation is aligned from Prep-6 to ensure there is consistency in curriculum delivery across the school.

Engagement

The school has a policy and procedures surrounding school attendance. These have been consistently implemented to ensure there is a continuing focus on the importance of being in attendance at school. There has been a slight increase in the number of absence days which is concerning. There are some concerns surrounding a small number of students whose school attendance is being continually monitored.

We will continue to monitor the Attitude to School data to ensure we are responding to the needs of students in the way we group them at the Year 5/6 levels. Currently we have Year 5/6 classes who work in a cooperative, collaborative manner in a BER building. Teachers use a combination of single class teaching as well as learning in the open areas of the BER building.

Teachers are very explicit in their teaching, using learning intentions and success criteria for each lesson so students are clear on what they are learning and what they need to do to experience success. Teachers use feedback sessions with students to give them explicit feedback on their performance. Each student negotiates their learning goals with their teacher in the areas of English, Maths and Personal Learning so that they have ownership over their learning. Increasingly there is a greater emphasis on student voice at the whole school level.

We continue to actively promote the school values along with social skills programs at the classroom level.

Wellbeing

Our Prep Transition process begins early in the year with visits to the local Pre-schools to establish familiarity with prospective students. Early in November there is a three week Transition Program when new Prep students come to the school for familiarisation sessions.

As part of their teaching program, Grade 6 teachers plan for greater independence and responsibility for students in readiness for the changed structures they will experience in secondary school. Grade 6 students are part of the statewide transition day in early December. Students in Years 5 and 6 experience activity transition days at local secondary colleges early in the year.

During the year there are cross year level activities where students will do activities with students from different year levels.

The school also conducts internal transition sessions to prepare students for their next year grade level. There are timetabled sessions where students will experience the next year level. The information teachers gain from these sessions is used in developing class

groupings for the following year.

Productivity

Thomastown Meadows has an EFT of 19.8 teachers across 15 classes. We have 17 classrooms as well as a dedicated Performing Arts room (which is currently being used as a science room), a Visual Arts Room, a General Purpose room and a Library. The GP Room is used for PE and the Library is where we house a computer lab for the teaching of ICT skills. 0.3 of the ICT teacher's role is as an eLearning Coach for the school. This role was in place for the first semester only. We have 3 specialist teachers (0.6 Visual Arts, 1 PE and 1 ICT), 1 (0.5) Maths Intervention teacher and 1 (0.6) Reading Intervention teacher and 1 (EFT) Teaching and Learning Coach. All of the available teaching spaces in the school are used as either classrooms, for specialist classes or intervention classes. In Prep-2 there is 25 hours of class teaching time with 3 hours being taken for specialist programs – 1 hour each of Visual Arts, ICT and PE. In the 3/4 area, they have the same classroom teaching time and specialist programs as Prep-2 with an additional hour being taken for 3/4 sport. In the 5/6 area they have 19 hours of class teaching time. They have 1 hour each of Visual Arts, Science, PE and squad training with a further 2 hours being required for inter-school sport.

We have four teaching teams across the school relating to the class structure of the school – Preps, 1/2s, 3/4s and 5/6s. These teams of teachers work collaboratively to plan for and deliver the curriculum pertaining to their teaching area. Collective ownership is taken for all students in an area of the school with all data and planning being discussed and shared amongst the team to ensure consistency. Individual Learning Improvement Plans are developed for the bottom and top 20% of each class.

The school places a great deal of emphasis on the building of teacher capacity. The Teaching and Learning Coach works with individuals and with teaching teams to enhance their capacities. Every week there is an hour of professional learning for all staff which is tailored to meet the needs of the school and is usually delivered by the Teaching and Learning or eLearning Coaches. Four times a year the school conducts very structured TRIADS (peer observations) which are directly related to the building of teacher capacity to improve student learning outcomes.

The school charges parents a fee which is directly related to the provision of teaching and learning resources to meet student needs. All of these collected funds are allocated to the provision of these resources. Over recent years, the school has invested in technology by way of providing laptops and iPads for student use. The school has a 1:2 ratio of devices. Each year, the school develops program budgets to ensure that funds are being spent wisely and are spent on that which they have been allocated for. The Business Manager and Principal monitor and oversee the expenditure of these budgets. Each year careful workforce planning is undertaken to ensure that the School Resource Package is being allocated in the best manner possible.

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 331 students were enrolled at this school in 2015, 173 female and 158 male. There were 49% of EAL (English as an Additional Language) students and 2% 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.



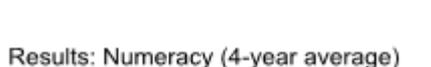
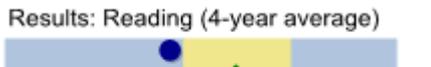
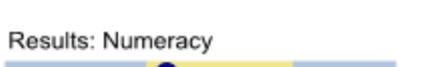
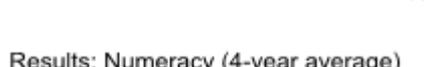
Performance Summary

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> Lower</p> <p> Lower</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</p> <p>No Data Available</p> <p>Mathematics</p> <p>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: 

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> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p>

Performance Summary

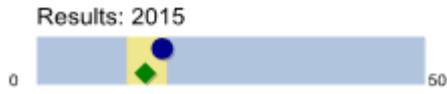
Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>47%</td> <td>24%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>44%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>32%</td> <td>37%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>54%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>51%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	47%	24%	29%	Numeracy	36%	44%	21%	Writing	32%	32%	37%	Spelling	24%	54%	22%	Grammar and Punctuation	19%	51%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	47%	24%	29%																							
Numeracy	36%	44%	21%																							
Writing	32%	32%	37%																							
Spelling	24%	54%	22%																							
Grammar and Punctuation	19%	51%	30%																							

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
------------	------------------	-------------------



● Similar



● Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	91 %	91 %	91 %	93 %	92 %	92 %

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> 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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

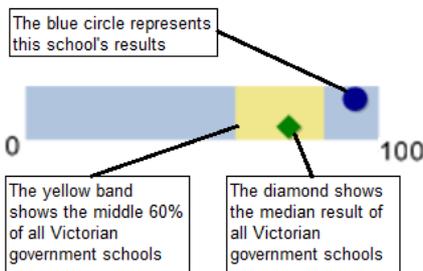
What are student outcomes?

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 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.

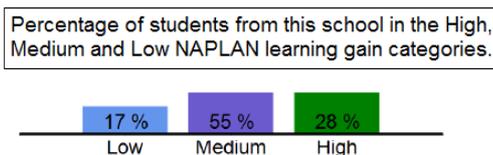
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



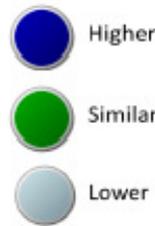
Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

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

Revenue	Actual
Student Resource Package	\$2,704,056
Government Provided DET Grants	\$416,667
Government Grants Commonwealth	\$26,165
Revenue Other	\$17,732
Locally Raised Funds	\$114,394
Total Operating Revenue	\$3,279,013

Expenditure	
Student Resource Package	\$2,623,703
Books & Publications	\$16,223
Communication Costs	\$5,086
Consumables	\$45,232
Miscellaneous Expense	\$82,816
Professional Development	\$9,425
Property and Equipment Services	\$174,220
Salaries & Allowances	\$117,864
Trading & Fundraising	\$16,095
Utilities	\$30,244
Total Operating Expenditure	\$3,120,909

Net Operating Surplus/-Deficit **\$158,104**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$250
Official Account	\$27,801
Other Accounts	\$110,376
Total Funds Available	\$138,427

Financial Commitments	
Operating Reserve	\$76,481
School Based Programs	\$33,627
School/Network/Cluster Coordination	\$11,962
Other recurrent expenditure	\$16,356
Total Financial Commitments	\$138,426

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

Notes:
Professional Development – School spent a lot more on professional learning as ‘in-house’ PL was provided in way of TRIADS model. A good percentage of the Salaries and Allowances expenditure was in fact Professional Learning.

Funds Available - \$13,120 is funds is unallocated CSEF. These are not school reserves.