

2023 Annual Report to the School Community

School Name: Westall Primary School (4851)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 05 March 2024 at 11:58 AM by Peter Jeans (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 May 2024 at 01:46 PM by Donna Petersen (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Westall Primary School is a vibrant and multicultural educational institution situated in Clayton South, a bustling suburb located near Monash University and accessible via public transport. At the heart of our school lies a set of values that guides us in everything we do. These values include kindness, excellence, creativity, and fairness, and we strive to embody them in our teaching practices, school culture, and community partnerships.

As a co-located campus with Westall Secondary College and the City of Kingston Community Hub, our school offers a wide range of programs and services that enrich the lives of our students and their families. These include playgroups and kindergarten, child maternal health services, a local library, and access to secondary college courses. With our community partners, we provide a holistic approach to education that focuses on the whole child, from early childhood right through to graduation.

Recently, we completed a capital works upgrade that has transformed our campus into a modern and state-of-the-art learning environment. Our brand-new buildings now include a gymnasium, science and arts facilities, and new junior and senior learning centers. These facilities provide students with the resources they need to explore their interests and develop their skills in a safe and supportive setting.

At Westall Primary School, we are committed to providing a safe, caring, and productive environment where students can achieve great life outcomes. Our school has a strong emphasis on improving outcomes in English and Mathematics for all students. We provide a calm and structured learning environment that enables each student to achieve their best, regardless of their background or ability.

In addition, our school hosts an international student program that welcomes students from all over the world. Our international students learn alongside their peers in a safe and supportive environment, where they are encouraged to explore their interests and develop their skills. Additional support for new arrivals with limited English has been a feature of our 2023 program.

Our staff profile consists of a dedicated team of professionals, including two Principal Class members (Principal and Assistant Principal), 15.6 equivalent full-time staff (including 1 Learning Specialist), and 11.23 EFT education support staff. With a 2023 enrolment of 244 at the beginning of the year and steady growth across the year in all year level the school is increasingly in demand in the local area and for international students. The Student Family Occupation Education (SFOE) of our school is 0.5022, which reflects the diversity and multicultural nature of our community that the school is well known for.

At Westall Primary School, we aspire to be a highly organised institution where teamwork, aligned teaching practices, and resources work together to maximize outcomes. Our goal is to create a safe and supportive learning environment where students can thrive. We provide a range of programs and structured processes that enhance well-being and promote positive behaviour. We also strive to provide a rich internal and external learning environment that connects students to each other, their teachers, the community, and the environment.

Lastly, our school continues to work with the Coleman Foundation to promote the 'Our Place' model of continuity of learning from early childhood right through to graduation. By working together with our community partners, we are able to provide a holistic and inclusive approach to education that benefits all of our students and their families.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2023, student achievement levels and the learning program showed overall good levels of achievement that compare well with similar schools.

Year 3 Exceeding or Strong Westall Similar Schools

Reading	56	56
Writing	63	70
Spelling	52	57
Numeracy	52	50
Grammar and Punct	56	43

Year 5 Exceeding or Strong Westall Similar Schools

Reading	67	65
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Writing	74	71
Spelling	71	70
Numeracy	51	56
Grammar and Punct	54	54

Excellent levels of learning growth that exceeded similar schools! This measure shows the 'value add' of the school by measuring how much students improve between grade 3 and grade 5.

WPS Similar Schools

Reading	29	21
Numeracy	35	25

Due to changes in NAPLAN, comparisons to previous years are not able to be made.

The school had particular strategies to improve reading via a whole school approach to phonics instruction. This was implemented by an intense professional development program for all staff, and implemented systematically across the whole school site.

Feedback from student, staff and parents was positive but also identified further work to be undertaken in the future to extend grades 5/6 with morphology and students with additional needs in this area with phonemic awareness. These positive impacts are continuing, and the full impact of the program will take several years to eventuate.

The school initiated a new approach to teaching numeracy with the support of the Mathematics Association of Victoria. This approach, using 'maths rich tasks', has catered for students of all ability levels and increased the engagement in mathematics, as well as further strengthened students' mathematical and problem solving skills.

The tutor learning initiative (TLI) was successfully delivered, focusing on early years numeracy which both support for planning and in-class instruction for teachers, as well as withdrawal sessions for students who needed intensive support in this area including newly arrived students from overseas with limited English language skills.

Wellbeing

Westall Primary School strongly prioritises student, staff and parent wellbeing.

The school also emphasised its behaviour expectations around Respectful, Responsible and Safe behaviour, and implemented a behaviour management rubric to respond to and reduce the prevalence of un-regulated behaviour. Individual students with additional needs were identified for further supports, and support plans developed to assist students to have positive and settled experience at school. The school also partnered with Monash University and arranged for the placement of graduate Master of Counselling students to be onsite every-day to support students across the year. Additionally the school employed a full-time counsellor to further support individual and groups of students through individual support and group sessions such as LEGO therapy and set up two fully furnished wellbeing rooms for therapy sessions.

The school also instigation of a range of wellbeing programs to better engage students including;

- lunch activity program
- therapy dog
- equine therapy program
- regular breakfast club
- leadership programs
- choir
- dance club

Engagement

Student attendance over the year improved significantly in comparison to previous years in response to renewed efforts from the school to encourage student attendance including:

- individual parent meetings with parents of enrolling preps
- development of a parent pledge
- regular posting of attendance data to the school community
- lunch activities and clubs
- an after school sport programs
- sports equipment for all classrooms

- revitalising some playground areas

The school also formed partnerships with local sporting clubs to hire the school gymnasium out of school hours for volleyball, taekwondo and basketball.

The school also connected with the Westall Hub, Westall Kinder, and Westall Secondary College to coordinate activities and processes including a multicultural event on harmony day that was well attended by all partners and the local community. We further implemented the Our Place approach through:

- reciprocal visits to Westall Kindergarten for staff and students,
- a 5 week transition program for in-coming prep students
- regular morning tea for kinder and prep parents
- development of a parent craft club
- better collection of student data to support the transition process.
- working with Our Place team to strengthen family connection to support services
- developed regular programs with the City of Kingston public library across a number of year levels including a Friday reward program.

Financial performance

At the end of the year the school managed to retain a staffing surplus of \$421,345 - a large proportion of this was from disability funding that was received late in the year from funding applications without sufficient time to employ staff,

Due to careful budget management and successful grant applications, the school retained a cash surplus of \$370,634.79 (inclusive of funds committed to various future initiatives).

The school undertook various fundraising activities and raised Total \$3,605.35

- Mothers Day Stall \$624.95 for student welfare
- Cadbury Chocolate Fundraising \$1,903.40 for student welfare
- Cake Sale \$635 for Y6 Graduation
- Ice Cream Sale \$442 for Y6 Grad

The school also received the following Grants:

- OSCH \$70,399.79
- Sporting School Grant \$6,000
- PMP Funding \$? We haven't received this last year. It was from 2022 \$40,000
- Shade Sail \$? No shade sail in 2023.

Schools Upgrade Fund 2023 for Outdoor Learning Village 80% \$20,000

Donations Total \$20,315.50

- Springvale RSL \$7,000
- Clayton RSL \$5,315.50
- VIP Volleyball \$8,000

The school has a contract with an external provider to provide school canteen services and before and after school care.

For more detailed information regarding our school please visit our website at
www.westallps.vic.edu.au

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 237 students were enrolled at this school in 2023, 105 female and 132 male.

70 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

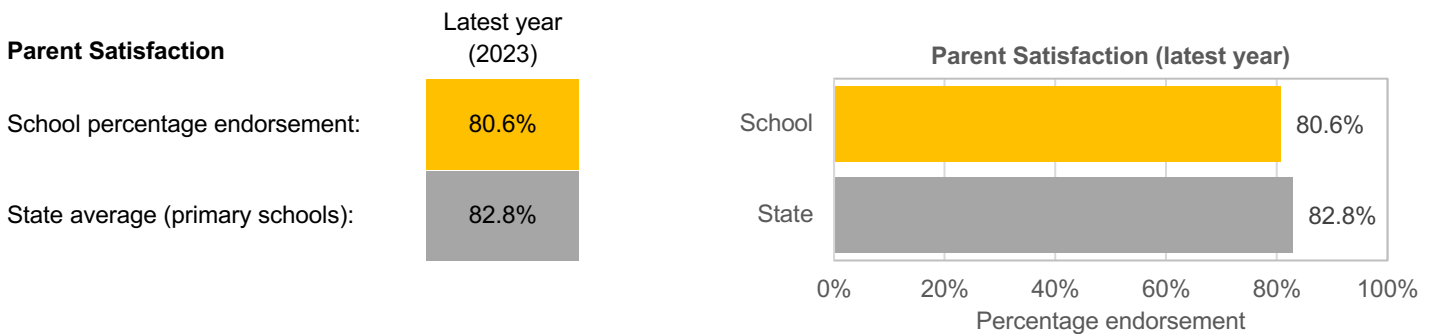
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

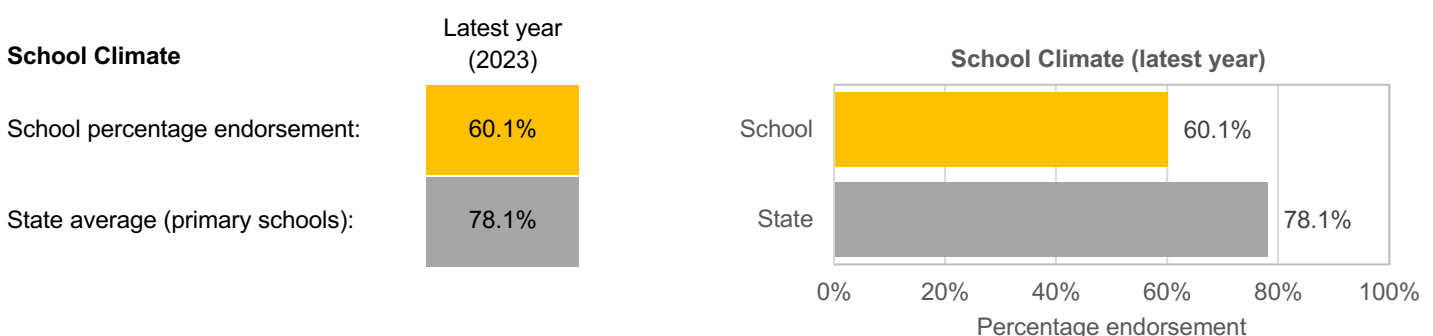


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

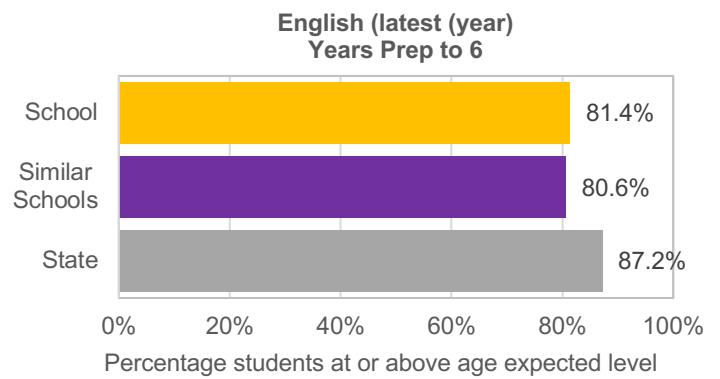
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

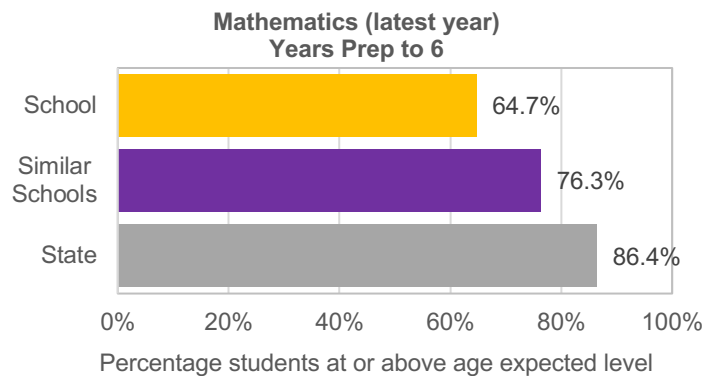
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	81.4%
Similar Schools average:	80.6%
State average:	87.2%



Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	64.7%
Similar Schools average:	76.3%
State average:	86.4%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

55.6%

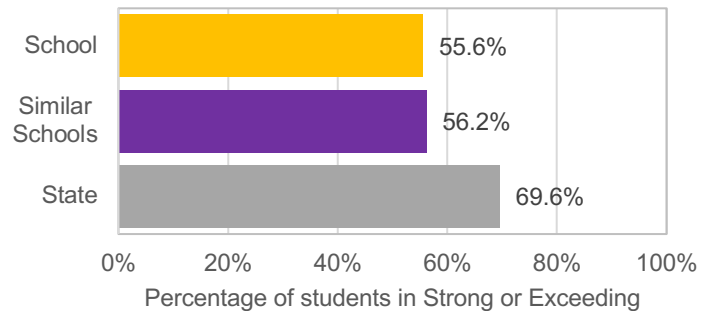
Similar Schools average:

56.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

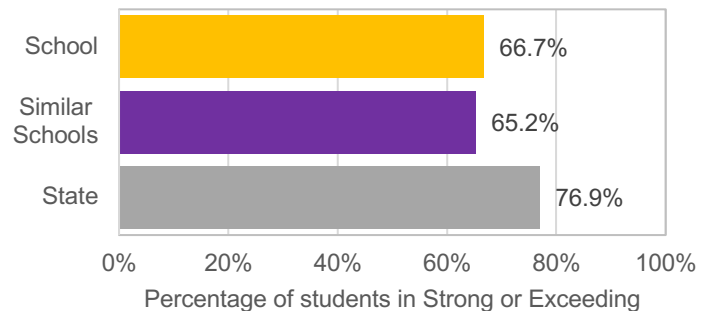
Similar Schools average:

65.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

51.9%

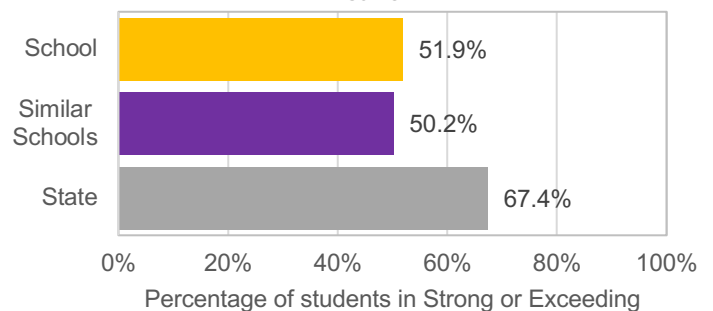
Similar Schools average:

50.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

51.2%

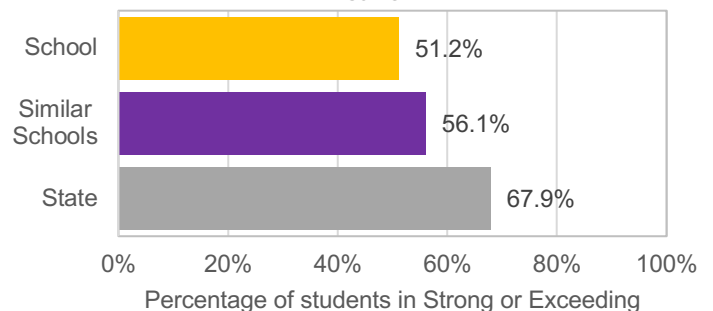
Similar Schools average:

56.1%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year
(2022)

School percentage of students in the top three bands:

61.1%

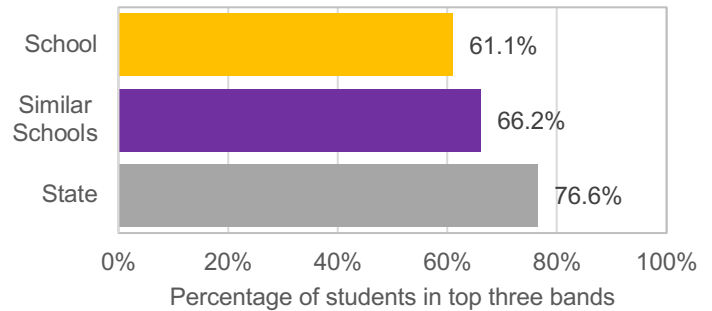
Similar Schools average:

66.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

53.8%

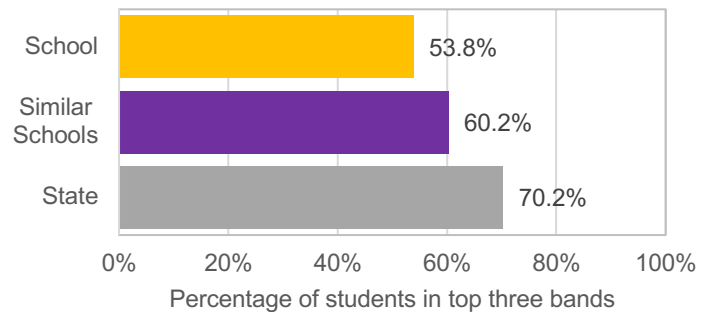
Similar Schools average:

60.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

37.5%

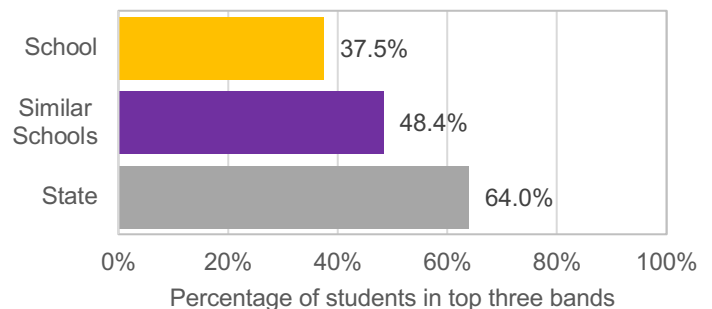
Similar Schools average:

48.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

45.8%

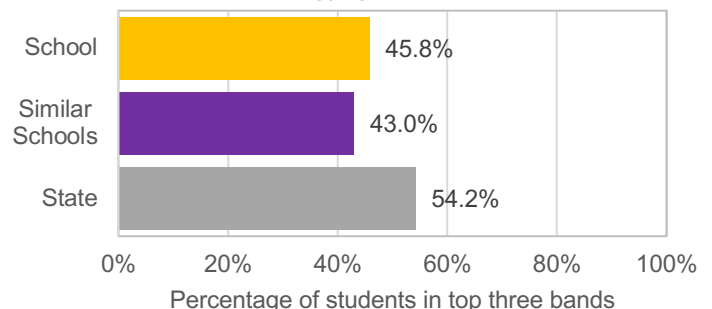
Similar Schools average:

43.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

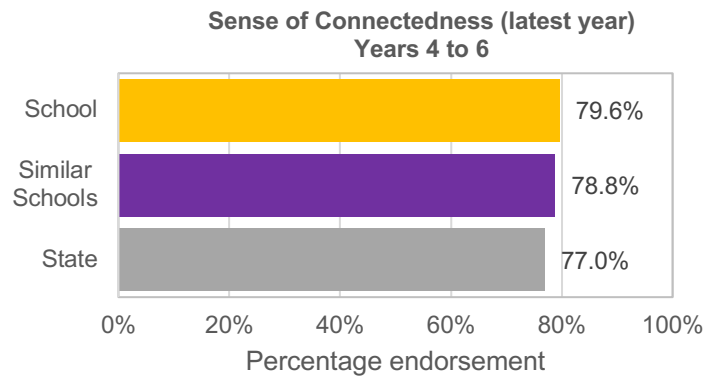
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	79.6%	77.6%
Similar Schools average:	78.8%	80.4%
State average:	77.0%	78.5%

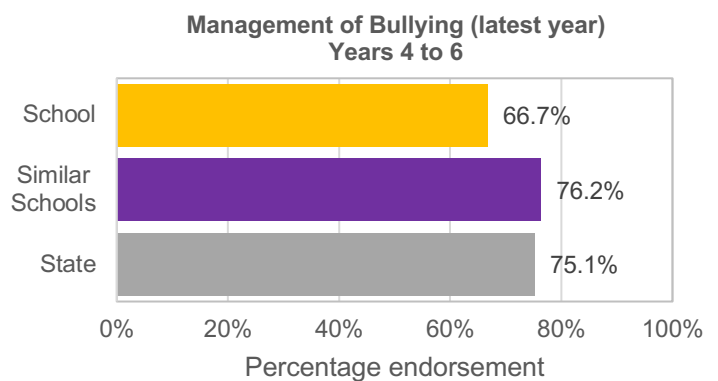


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	66.7%	69.8%
Similar Schools average:	76.2%	77.8%
State average:	75.1%	76.9%



ENGAGEMENT

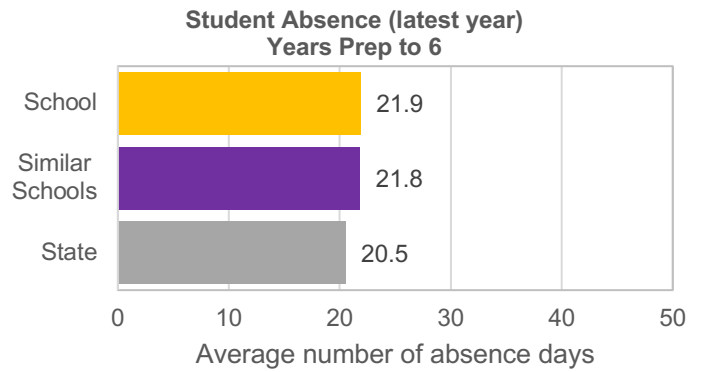
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	21.9	28.1
Similar Schools average:	21.8	20.6
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	85%	88%	86%	92%	89%	91%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,180,501
Government Provided DET Grants	\$643,289
Government Grants Commonwealth	\$9,709
Government Grants State	\$0
Revenue Other	\$35,785
Locally Raised Funds	\$103,932
Capital Grants	\$0
Total Operating Revenue	\$3,973,216

Equity ¹	Actual
Equity (Social Disadvantage)	\$240,385
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$240,385

Expenditure	Actual
Student Resource Package ²	\$2,748,169
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$36,601
Communication Costs	\$2,845
Consumables	\$78,878
Miscellaneous Expense ³	\$18,843
Professional Development	\$31,018
Equipment/Maintenance/Hire	\$197,314
Property Services	\$129,994
Salaries & Allowances ⁴	\$34,643
Support Services	\$339,447
Trading & Fundraising	\$9,724
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,796
Total Operating Expenditure	\$3,672,272
Net Operating Surplus/-Deficit	\$300,944
Asset Acquisitions	\$72,239

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$357,700
Official Account	\$11,243
Other Accounts	\$0
Total Funds Available	\$368,943

Financial Commitments	Actual
Operating Reserve	\$134,850
Other Recurrent Expenditure	\$9,430
Provision Accounts	\$0
Funds Received in Advance	\$77,459
School Based Programs	\$2,285
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$74,948
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$6,401
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$305,372

All funds received from the Department of Education, 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.