2019 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 (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 11 November 2020 at 01:11 PM by Sue Young (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 16 November 2020 at 06:31 PM by Melissa Shelley (School Council President)

About Our School

School context

Westall Primary School is dedicated to providing a safe, caring, productive environment, which promotes each student's learning development, confidence, and self-esteem.
The staffing profile consisted of 2.0 Principal Class (Principal and Assistant Principal),17.80 equivalent F/T staff (including 1 Leading Teacher and 1 Learning Specialist), 8 education support staff (5.35 equivalent F/T staff). In 2019, the school's enrolment was 258 students. The school's SFOE was 0.5394, which places us in the high SFOE band.

Westall Primary School community values:
- the partnership between parents, teachers, and the wider community in the children's education
- the development of positive attitudes between boys and girls, and across cultures
- an environment in which children will develop responsibility and self-discipline
- the belief that all students at the school can achieve to the best of their ability

Westall Primary School has a strong emphasis on assisting all students to improve outcomes in English and Mathematics providing a learning environment that enables each student to achieve their best.
In 2018 the school commenced work with the Colman Foundation (now 'Our Place') to assist students and families from entrenched poverty to achieve higher outcomes. This resulted in an "Our Place" community worker being placed at the school from 2018. This has resulted in greater community engagement in 2019 and successful events such as 'Paint The Town REaD'.
The school completed its review in Term 4, 2019, and will receive the formal report in late 2019 or early 2020.

Framework for Improving Student Outcomes (FISO)

In 2019, the school's AIP focused on the implementation of the Key Improvement Strategies related to the areas of Curriculum planning and assessment, Intellectual engagement and self-awareness, Health and Wellbeing and Building communities.
This included:
- improving the Literacy and Numeracy practices of our staff and reducing between class variance
- reducing student absence figures
- building staff trust and collaboration
- building partnerships with our community

To support the implementation of these KIS, we implemented the following practices;'
- accessing Professional Learning to improve the capacity of our teachers
- utlising our Literacy Learning Specialist to support teacher practise by modelling and observing teacher practise
- highlighting the importance of attending school at assemblies and parent information sessions
- supporting staff to make calls to student with unexplained absences
- continuing to embed Play Is The Way into our teaching
- working with Wayne Dyson to develop our whole school vision and values
- partnering with Our Place to support our community

Achievement

All staff interviewed say that close to 100% of students (all but one) on the LLI program have attained well over 6 months growth while on the program.
Interviewed staff indicated at end of year reviews that whilst Writing data is not yet finalised, indications are that all but 2-3 students will have achieved the 12 months growth aimed for. These students have had attendance and home issues which have affected their learning outcomes.

Our NAPLAN data showed that over 26% of students from the matched cohort group were in the top 2 bands, while data from Reading, (63% better than state growth) Writing (64% better) and Numeracy (67% better) was pleasing. NAPLAN Numeracy scores of 376 for Year 3 and 480 for Year 5 were just short of what we had hoped for.

With the implementation of WELC in 2020, and the continued support of specialist staff for intervention programs, we hope to see this data improve further. Our continued focus on reducing student absence figures will also assist in academic achievement.

Engagement

Despite all efforts, unfortunately our 2019 absence rates will not achieve the figures hoped for as evidence, showing at 18.5 days per child. We will continue to utilise recommended DET strategies to reduce absenteeism and would like to have an 'attendance officer' should sufficient funds become available. Staff have attended DET attendance Professional Learning and will implement the recommended strategies at school.

The domain of School Connectedness from Parent Opinion survey is at 92% positive, 5% neutral and 3% negative.

The domain of Teacher Collaboration in the Staff Survey was around the same as 2018 figures. We will continue to work with Wayne Dyson from Bridgeworks to develop a shared vision for the school and continue to facilitate time for staff collaboration through our timetable.

Wellbeing

Play is the Way has been fully implemented across the school and is timetabled in all classes. Well-being programs have been reviewed, and retained, adding in sections to incorporate Respectful Relationships into the programs. Student surveys showed that School Connectedness was identical to 2018 figures at 87%. Parent Opinion survey showed Non experience of Bullying was down to 53% against 68% in 2018, although "My child feels Safe at School" was 88% positive.

The Staff worked with an outside agency "Bridgeworks" to try and improve staff trust. There was a whole school curriculum day in term 2, and several visits. The domain of Staff Trust was slightly down on 2018 figures in the Staff Opinion Survey. IN 2020 we will finalise our school vision and values and continue to work on collaboration and transparency with staff.

The P-6 WELC will be based at Westall Primary School and will commence in February 2020. We have also had several meetings with Doveton College, including several "Our Place" meetings. The school has offered after school activities in terms 1 and 4 but due to no indoor space, none were offered in terms 2 and 3. We will continue to partner with Our Place to build community and with Westall Secondary College to host WELC on our campus. Lessons from Respectful Relationships will also begin to be implemented in 2020.

Financial performance and position

The annual result for WPS was a deficit of $13,868 in 2019. This deficit was recovered through SRP in our Term 4 2020 Cash Grant.

Student numbers fell in 2019 compared to 2018, resulting in a loss of funding. February census in 2019 was based on 239 students enrolments, compared to February census 2018 was based on 261 student enrolments. We had an unexpected increase in International student numbers increasing from 10 International students in February census 2018, compared to 26 International students in February census 2019.

We made a total of $90,000 in Cash to Credit transfers to accommodate for the loss in SRP funding due to the reduction in student enrolments. The money received from the International Student enrolments made it possible to make these transfers to prevent a higher deficit from occurring.

A total of $233,890 was received from DET in Grants for IT, Library and Building upgrades, and $109,340 for furniture and equipment purchases for the new buildings.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

School Profile

Enrolment Profile

A total of 239 students were enrolled at this school in 2019, 95 female and 144 male.

75 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

School Staff Survey

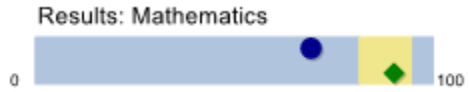
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

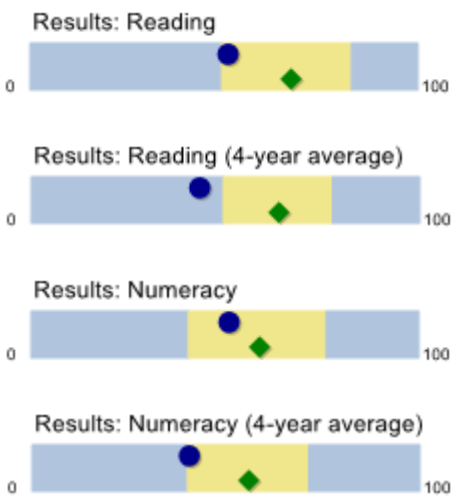
Key: Similar School Comparison — Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	Below Below

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison — Above ● Similar ● Below ●

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.		Below Below
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.		Below Above

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

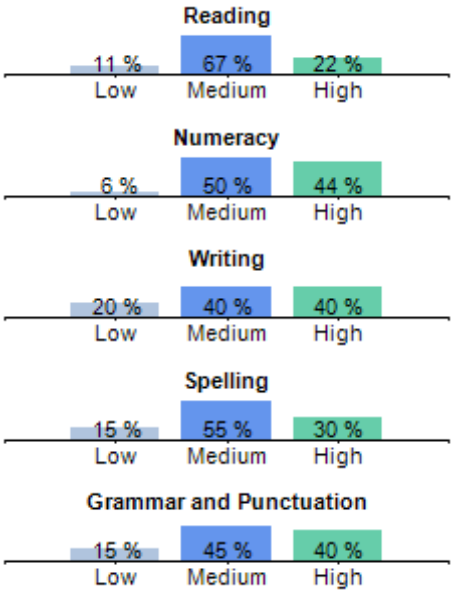
Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

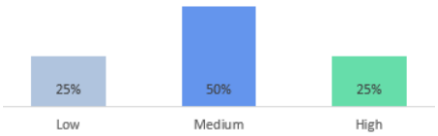
NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.

Student Outcomes



Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.



Statewide Distribution of Learning Gain (all domains)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆

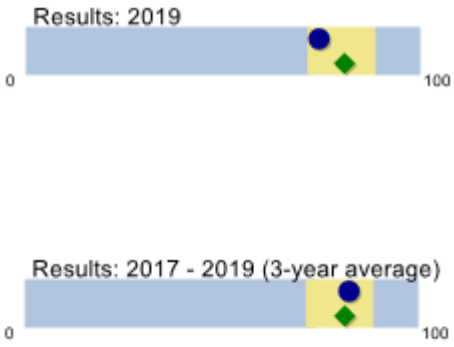
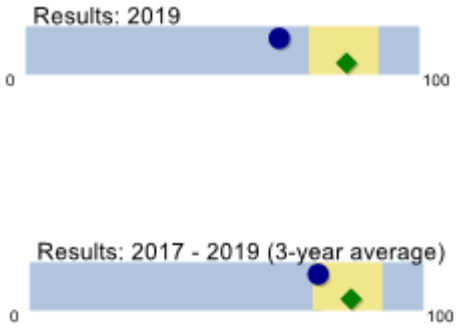
Key: Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) Few absences <------> Many absences	
Average 2019 attendance rate by year level:	Prep: 88 % Yr1: 88 % Yr2: 90 % Yr3: 88 % Yr4: 91 % Yr5: 92 % Yr6: 92 %	Similar school comparison not available

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison — Above ● Similar ● Below ●

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).		
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).		

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	$2,493,446
Government Provided DET Grants	$880,264
Government Grants Commonwealth	$4,850
Revenue Other	$10,191
Locally Raised Funds	$120,452
Total Operating Revenue	**$3,509,204**

Equity[1]	
Equity (Social Disadvantage)	$298,572
Equity Total	**$298,572**

Expenditure	
Student Resource Package[2]	$2,507,635
Books & Publications	$7,386
Communication Costs	$4,767
Consumables	$57,878
Miscellaneous Expense[3]	$243,392
Professional Development	$16,427
Property and Equipment Services	$193,728
Salaries & Allowances[4]	$26,378
Trading & Fundraising	$33,781
Utilities	$34,115
Total Operating Expenditure	**$3,125,487**
Net Operating Surplus/-Deficit	**$383,716**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	$547,001
Official Account	$24,599
Other Accounts	$0
Total Funds Available	**$571,600**

Financial Commitments	
Operating Reserve	$97,284
Asset/Equipment Replacement < 12 months	$159,215
Capital - Buildings/Grounds > 12 months	$265,000
Maintenance - Buildings/Grounds > 12 months	$50,101
Total Financial Commitments	**$571,600**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

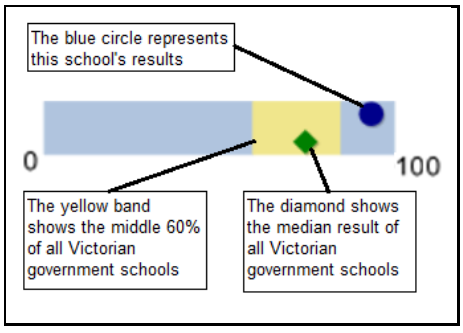
The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

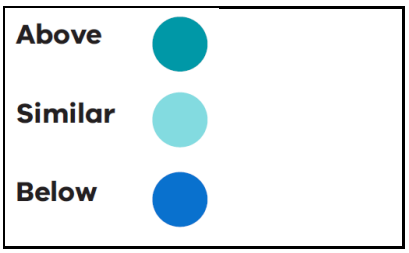


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').