

2024 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 21 March 2025 at 10:59 AM by Peter Jeans (Principal)

- As executive officer of the school council, I attest that this 2024 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 21 March 2025 at 10:59 AM by Peter Jeans (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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 centres. The school was successful in its application for a \$600k+ federal government grant for the following year to enhance the schools playgrounds during 2025. 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 2024 program.

Our staff profile consists of a dedicated team of professionals, including two Principal Class members (Principal and Assistant Principal), 20.6 equivalent full-time teaching staff (including 1 Learning Specialist), and 10.8 EFT education support staff. With a 2024 enrolment of 300 students (an increase from 244 in the previous year), the school experienced steady growth in all year levels as the school is increasingly in demand in the local area and for international students. The Student Family Occupation Education (SFOE) of our school is 0.7101, which reflects the diverse and multicultural nature of the local 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

In 2024 Westall Primary School showed significantly improved results in NAPLAN for Year 2 Reading, Writing and Spelling, and Year 5 Writing Spelling and Numeracy.

Our 2024 results in the key indicators - Reading and Numeracy at both year 3 and year 5 level, exceeded schools with students of similar background.

Year 3 Exceeding or Strong 4Y Goal 2023 2024

Reading	60	56	69.4
Writing	68	63	82.4
Spelling		52	66.6
Numeracy	55	52	50
Grammar and Punct		56	58.3

Year 5 Exceeding or Strong 4Y Goal 2023 2024

Reading	70	67	65
Writing	75	74	75
Spelling		71	74.5
Numeracy	56	51	64.1
Grammar and Punct		54	51.3

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, and most students in grades 3-6 were also extended with morphology lessons. Students with additional needs and all students the foundation

level - were introduced to a structured approach to early language development via phonemic awareness using the Heggarty Program. These positive impacts are continuing, and the full impact of the program will take several years to eventuate.

The school strengthened its 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 literacy and numeracy both supporting the planning and in-class instruction for student needing extra support, 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 through a new arrivals program.

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 unregulated 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 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 instigated a range of wellbeing programs to better engage students including;

- equine therapy program
- regular breakfast club
- leadership programs

The school also ran a range of lunchtime activities programs to cater for diverse student needs including:

- choir
- dance club
- computer club
- play leaders
- craft club

Engagement

Student attendance over the year was similar in comparison to previous years with a slight decrease in attendance despite 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 both in-coming prep students as well as their parents
- 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 \$271,380 - 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 \$347,790.38 (inclusive of funds committed to various future initiatives).

The school undertook various fundraising activities and raised Total \$2,064.77

- *Mothers Day Stall \$900.17 for student welfare*

- *Cake Sale \$558 for Y6 Graduation*
- *Ice Cream Sale \$606.60 for Y6 Grad*
- *The school also received the following Cash Grants:*
- *OSCH \$70,500.00*
- *National Student Wellbeing Program 20,280.00*
- *Schools Mental Health Fund 9,292.56*
- *Sporting School Grant \$2,900*
- *Shade Sail grant 20% received in Feb \$5,000*
- *Outdoor learning village grant 20% received in April \$5,000*

Donations Total \$16,766.50

- *Clayton RSL \$5,154.50 for student welfare activities*
- *Paul Smith from KS Environmental Total \$11,612 (\$6,612 for Breakfast Club and \$5,000 for Swimming)*

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 291 students were enrolled at this school in 2024, 134 female and 157 male.

68 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
(2024)

School percentage of students at or above age expected standards:

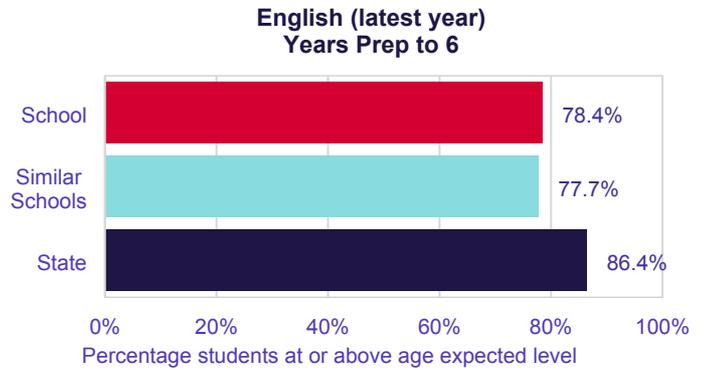
78.4%

Similar Schools average:

77.7%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

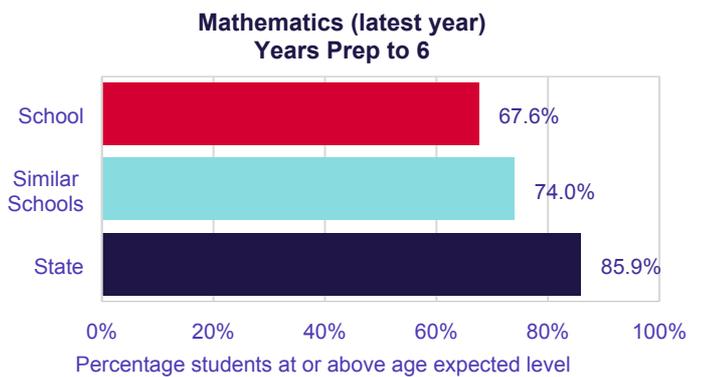
67.6%

Similar Schools average:

74.0%

State average:

85.9%



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.

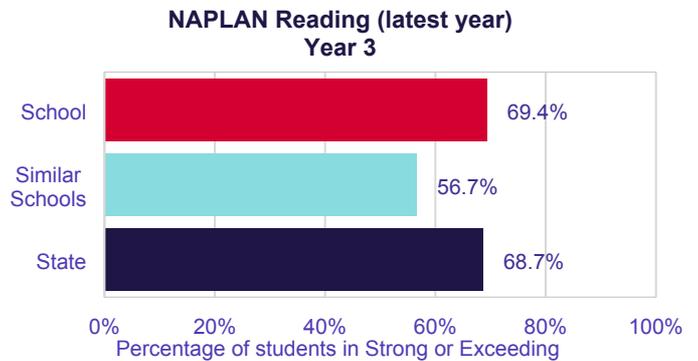
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

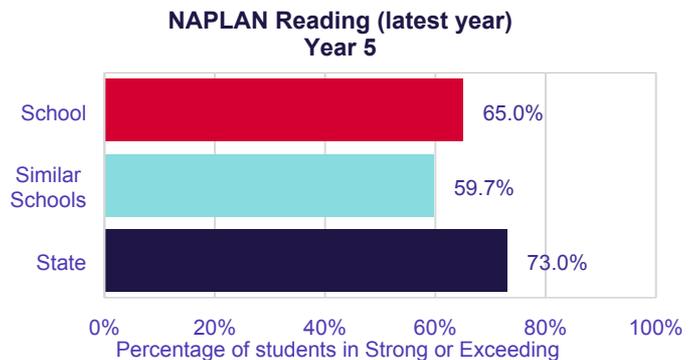
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.4%	63.5%
Similar Schools average:	56.7%	56.1%
State average:	68.7%	69.2%



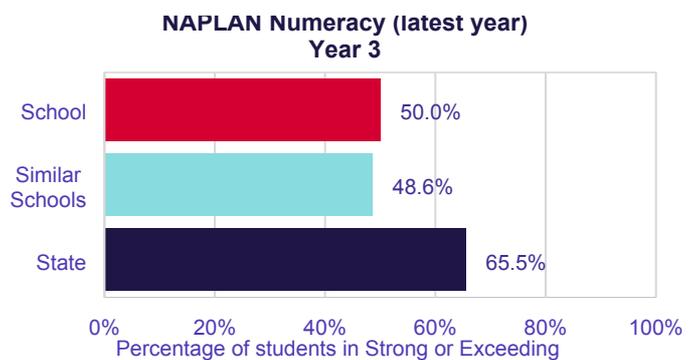
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.0%	65.9%
Similar Schools average:	59.7%	62.3%
State average:	73.0%	75.0%



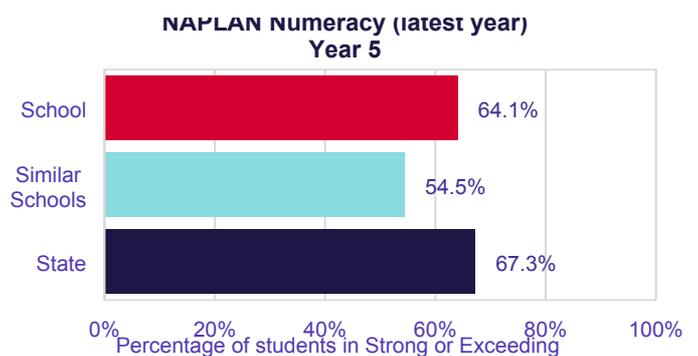
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	50.8%
Similar Schools average:	48.6%	48.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.1%	57.5%
Similar Schools average:	54.5%	54.4%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

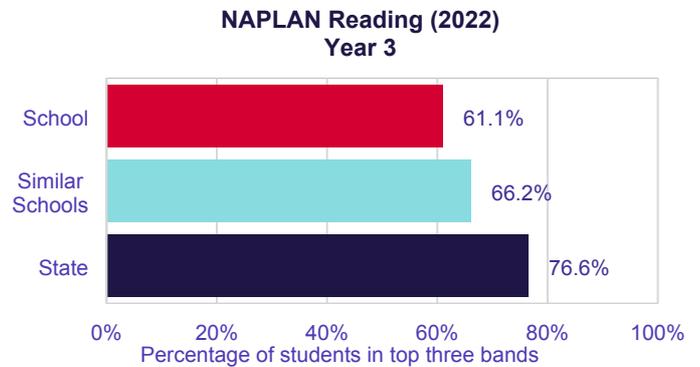
61.1%

Similar Schools average:

66.2%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

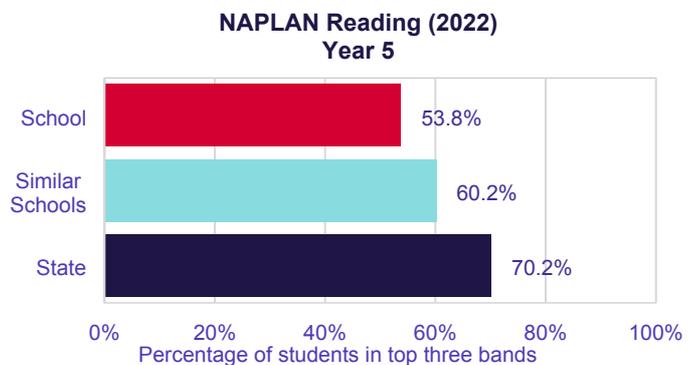
53.8%

Similar Schools average:

60.2%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

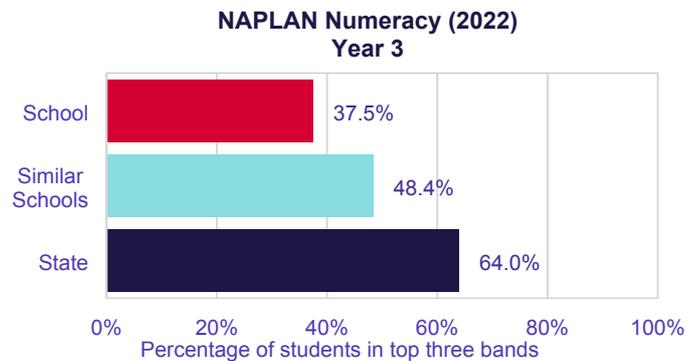
37.5%

Similar Schools average:

48.4%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

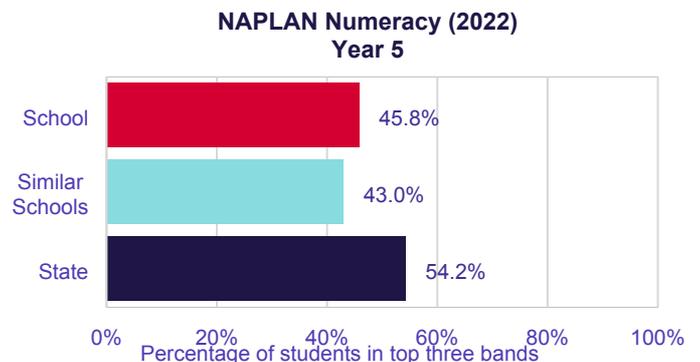
45.8%

Similar Schools average:

43.0%

State average:

54.2%



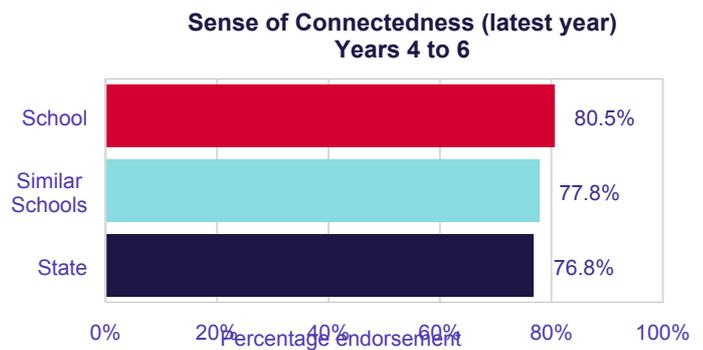
WELLBEING

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).

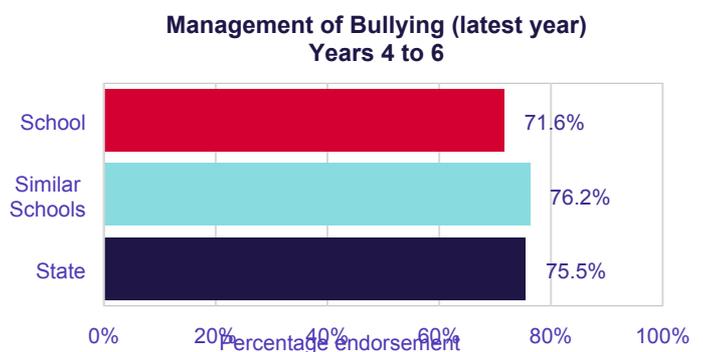
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	80.5%	78.4%
Similar Schools average:	77.8%	79.5%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	71.6%	70.3%
Similar Schools average:	76.2%	77.2%
State average:	75.5%	76.3%



ENGAGEMENT

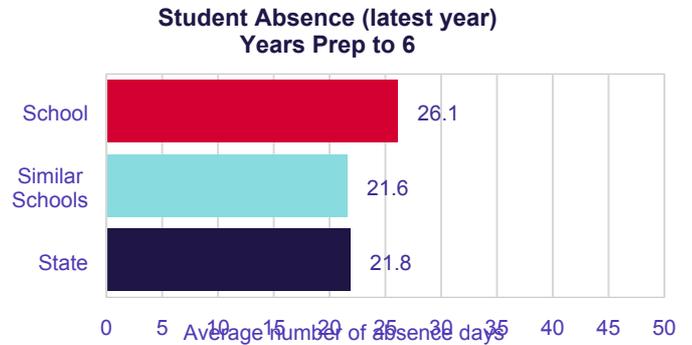
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	26.1	27.2
Similar Schools average:	21.6	21.2
State average:	21.8	20.1



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 (2024):	84%	83%	88%	87%	89%	87%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,646,922
Government Provided DET Grants	\$852,453
Government Grants Commonwealth	\$4,636
Government Grants State	\$0
Revenue Other	\$17,043
Locally Raised Funds	\$110,163
Capital Grants	\$0
Total Operating Revenue	\$4,631,218

Equity ¹	Actual
Equity (Social Disadvantage)	\$264,923
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$264,923

Expenditure	Actual
Student Resource Package ²	\$3,661,972
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$60,603
Communication Costs	\$6,726
Consumables	\$139,711
Miscellaneous Expense ³	\$16,100
Professional Development	\$34,872
Equipment/Maintenance/Hire	\$150,298
Property Services	\$138,045
Salaries & Allowances ⁴	\$23,160
Support Services	\$520,838
Trading & Fundraising	\$8,541
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,278
Total Operating Expenditure	\$4,807,143
Net Operating Surplus/-Deficit	(\$175,925)
Asset Acquisitions	\$7,545

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$319,954
Official Account	\$28,236
Other Accounts	\$0
Total Funds Available	\$348,190

Financial Commitments	Actual
Operating Reserve	\$190,890
Other Recurrent Expenditure	\$3,625
Provision Accounts	\$0
Funds Received in Advance	\$57,672
School Based Programs	\$3,719
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$3,776
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,711
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$261,393

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.