

2018 Annual Report to The School Community



School Name: Westgrove Primary School (5365)



- 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 2018 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 26 April 2019 at 03:40 PM by Tami-Jo Richter
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

To be attested by School Council President

About Our School

School context

Westgrove Primary School is located in northwest Werribee and is in its 25th year of operation. At the start of 2019 Westgrove had 756 students, supported by 3 principal class, 6 leading teachers, 47 teacher class staff and 32 education support staff.

Currently we operate 33 classes, comprising of 5 Foundation classes, 6 Year 1 classes, 5 Year 2 classes, 5 Year 3 classes, 4 Year 4 classes and 8 Year 5/6 classes. Each year level has an allocated leading teacher as their Instructional Leader. Specialist programs include PE, Visual Art, Performing Arts, Intervention and STEM.

In 2019, the number of students of an English as an Additional Language and Indigenous backgrounds continues to remain steady. The Student Family Occupation Index (SFO) is 0.6374 and the Student family Occupation and Education Index (SFOE) is 0.5191. There continues to be a decrease in the number of families identified as disadvantaged however the social and emotional supports needed for our students has not lessened in the last few years but increased in some ways. Some of our families' needs are quite significant which then impacts on the education of the child. The school works tremendously hard to support all students to have access to the education they deserve.

In 2019 the school continues to focus on improving academic achievement and we have been proud of our ability to continually improve our results. We have some significant intervention programs in place to support Literacy and Numeracy outcomes and overall have been encouraged by our ability and commitment to continue to improve student learning. Our results against the Wyndham Network in particular are impressive.

Our BYO i-Pad program in Years 3-6 is a core part of our pedagogical approach to learning in the upper years however we ensure that our lower primary students have access to technology as well when it supports or scaffolds learning.

Our grounds have three designated play equipment areas, a synthetic sports area which encompasses an oval, soccer pitch, softball diamond and running track. We have an Indigenous garden, which includes a meeting place and a culturally significant sculpture. This has been established at the front of the school. The school has a gymnasium, well resourced library, daily canteen and well furnished classroom buildings with a designated professional learning and planning building for staff.

Currently our Intervention programs focus on stretching those students who are working above level as well as supporting those students who are working below. We have 2.8 teachers working to support Years 2-6 and 8 teaching assistants in Years F/1. The school has made a commitment to improving students' ability to and engagement with writing across the school working regularly with a consultant to improve classroom practice and teacher knowledge. Professional Learning Communities within the school have also been focusing on improving teacher knowledge and trying new practices to improve student learning whilst building teacher capacity. 2019 has seen Westgrove PS engage a consultant to work on improving school culture, resiliency and staff welfare. We are in a joint use agreement with Paul Sadler for the pool on school grounds. Our students regularly access swimming programs as do several local schools who hire the facility.

Students in the senior school participate in a leadership program aimed at developing their leadership skills as well as developing student voice and giving the community an opportunity to have a voice about different aspects of the school. In Year 4 we have the Foundation Buddies program, Year 5- the Community Service Program and the Leadership Summit and in Year 6 there are a variety of school leadership roles and the school leaders attend the GRIP Leadership program. In 2019 we have added class captains for Terms 2-4 in Years 2-6 and those captains will attend student forums twice/ term to represent their class and share their ideas about a variety of topics and issues.

The students have access to a wider range of extra activities to enhance their skills and participation during the school day such as music, sport, art, performing arts, choir, robotics, indoor play options, clubs and well-being programs.

Westgrove PS is committed to improving student attendance rates and has sound strategies in place for tracking and the follow up of student absence. Class Dojo points are awarded to encourage positive learning behaviours, they are recorded and celebrated at Monday Assembly. School attendance is celebrated each month with awards being given in Year levels at Monday Assembly. Westgrover Awards are presented weekly for those students showing our values in the playground and Principal Awards given regularly for those students who are

working/behaving beyond expectation in some way. The school motto “Together We Grow” underpins the core aim of working together to build a purposeful learning community. This is supported heavily by three positive behaviour pillars: Be Safe, Be Respectful and Be a Learner as well as our work with Berry St implementing their trauma informed education model and DET’s Respectful Relationships program.

Framework for Improving Student Outcomes (FISO)

In 2018 we had three goals with the emphasis being on the FISO initiatives of building practice excellence and setting expectations and promoting inclusion.

The teachers have improved their understanding and use of the writing traits. There has been a development in the understanding of appropriate assessment strategies to support this area which has targeted the teaching and improved the student perception of writing. Our surveys on student opinion and understanding of writing showed a marked improvement in 2018.

We have also continued to develop staff understanding and the implementation of a concept-driven curriculum. The relationship between guiding questions, success criteria and feedback has been made more explicit and the school continues to explore how to make it more refined and routine. Goal-setting and reflection as part of this process continues to be worked on as well, in order to involve students more in their own learning and tracking their progress and growth. Working with the Berry St Trauma Enforced Education Model to promote student self-regulation has supported both the staff and students to feel more empowered and hence take more ownership of their own self-regulation and participation.

We have explored many options of how to support families with chronic absenteeism and it continues to be a struggle, in particular where mental health is an issue within the family. Many of the teaching and learning opportunities and the lessons learned through revisiting the SWPBS model and the Berry St framework have supported stronger relationship between students, teachers and parents. The school has worked hard to provide more opportunities for the families to participate in school life through Compass, Celebrations of Learning and providing a variety of school events. Again this is an area we will continue to work to improve. Whilst we chose a large sample of families for the parent opinion survey this year; participation was poor. We believe that next year we will try and use the whole school as a sample in order to gather more accurate information about the school.

Achievement

Only ten parents completed the parent survey after numerous and varied attempts to promote participation. We have proposed to sample the whole the school in 2019 in order to gain a better perspective. Our staff survey positive responses improved on average by approximately 15% which was indicative of the work we did to improve staff understanding and improve communication.

Our academic growth shows similar achievement to 2017 with our four year average in Numeracy and Reading in Year 3 to be higher than similar schools. Our strongest achievement was the reduction of those students achieving low growth in all areas of Years 3-5 NAPLAN and increasing those making high growth in Spelling and Grammar and Punctuation.

The average number of student absence days continues to be an issue despite numerous interventions. Some families with chronic absenteeism and extended family holidays overseas explain much of this issue.

The Students Attitude to School survey results to show a decline in results. This is largely due to the year 5 cohort whose responses have been negative in some areas. We have put several programs in place in order to support those students better in 2019. The Year 4 and 6 student responses were very positive indicating that this has been a cohort issue.

Engagement

The school continues to focus on engagement through an inquiry pedagogy and the development of concept-driven units. Student agency is encouraged through guiding questions, success criteria, goal setting and reflection. The staff have received professional learning and coaching to improve and refine their practice in

these areas in order to ensure students have an opportunity to start tracking and understanding their learning and growth.

We provide a range of activities around a variety of interests such as Hoop-time, Robotics, Choir, Chess, Writer's Festival, Sporting Teams, Challenge groups to name a few. These are an opportunity for some students to excel, and for others to be involved with a group that they are passionate about.

Intervention is provided at all year levels to support students who are struggling with the curriculum. EAL support is given to eligible students also. We run an indoor program at recess and lunchtime for those students who want an indoor experience during their breaks or who find the playground a little overwhelming.

Our attendance data does not reflect the work done to re-engage students such as meetings and phone calls, individual learning plans where needed, making connections with outside agencies, using the truancy officer, home visits and such like. We have a clear and published process for addressing attendance. School behaviour is recorded and monitored through Compass and is regularly analysed and a targeted approach developed.

Reward and encouragement programs on an individual level and a classroom level occur for attendance and engagement in the classroom.

Wellbeing

Our school is a diverse community of many different cultural and religious backgrounds. We have many strengths but also deal with a variety of social issues which impact on the learning and welfare of our students. We put a lot of time and effort into ensuring that there is equity for our students from the moment they enter the school grounds. We develop strong relationships with the families in order to be able to do this effectively. These relationships are paramount when connecting families with a large number of external providers.

There is a dedicated AP of Student Well-being who coordinates the well-being programs across the school. This includes managing the ES staff who work within the PSD program, the teaching and learning assistants who assist classroom teachers, the speech therapist, the full-time counsellor and the out of home care coordinator as well as working with the Leadership Team and their classroom teachers. We have developed a connection with the Respectful Relationships program and schools and have worked intensively with the Berry St program this year in order to build the self-regulation skills of our students and improve the ability of our teachers to foster this. We look forward to building on our skills when working with the Resilience Project in 2019.

As mentioned previously, there is a structured Leadership program in Years 4-6, which has been expanded for 2019 to include Years 2 and 3. Break time activities are offered for those who struggle in the playground.

Restorative opportunities with the Instructional Leaders are created for students with poor social skills who are displaying inappropriate behaviours that do not reflect our SWPBS expectations. The staff work hard to record this information and share it with families. We are further developing our communication processes to work closely with the families and teachers to develop support plans to ensure that the students continue to grow and develop.

Breakfast Club is offered two mornings a week and is well attended and established within the school.

Emergency lunches are supplied for those who require it with follow up occurring with families to offer assistance. Support is offered to any student who is experiencing financial difficulty to participate in the school programs and we work with families to connect them with the correct and appropriate community services if needed. We continue to develop our programs as our knowledge base grows. Teachers have received a lot of professional development in the areas of student welfare and social/emotional development and this continues in 2019.

Financial performance and position

Our surplus was \$75 691. Our equity funding in particular has funded essential support through staffing and professional development. All year levels receive additional support for students both academically and for social/emotional health. This has resulted in equity cash being transferred to salaries. We had an expected 2019 budget credit deficit of \$430 000 which is to be repaid to the department through 2018 budget surplus and 2019 equity cash. The front garden was refurbished with new gardens and pillars of the school values. Branding occurred around the school with the school values and SWPB pillars being displayed prominently on the outside

of our buildings. This supports the further development of school culture which we are working to improve. This all occurred through the capital works allocation. The funds received in advance (\$100, 983) was for 2019 books, education essentials and Grade 6 camp. We are holding capital funds of \$250 798 for future building works proposed for 2020. The budget has expended as planned.

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

Draft

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 726 students were enrolled at this school in 2018, 355 female and 371 male.

40 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: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

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:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>54%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>57%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>34%</td> <td>42%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>46%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	54%	22%	Numeracy	29%	57%	14%	Writing	20%	57%	23%	Spelling	25%	34%	42%	Grammar and Punctuation	17%	46%	37%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>○ Lower</p> <p>○ Lower</p>														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">90 %</td> <td style="text-align: center;">90 %</td> <td style="text-align: center;">91 %</td> <td style="text-align: center;">90 %</td> <td style="text-align: center;">91 %</td> <td style="text-align: center;">91 %</td> <td style="text-align: center;">88 %</td> </tr> </tbody> </table>		Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	91 %	90 %	91 %	91 %	88 %	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	91 %	90 %	91 %	91 %	88 %										

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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Lower</p> <p> Similar</p>

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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,514,641	High Yield Investment Account	\$705,395
Government Provided DET Grants	\$687,837	Official Account	\$68,630
Government Grants Commonwealth	\$3,200	Other Accounts	\$329,622
Revenue Other	\$118,986	Total Funds Available	\$1,103,648
Locally Raised Funds	\$497,735		
Total Operating Revenue	\$7,822,399		
Equity¹			
Equity (Social Disadvantage)	\$888,446		
Equity Total	\$888,446		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,272,841	Operating Reserve	\$229,020
Books & Publications	\$5,396	Funds Received in Advance	\$100,983
Communication Costs	\$5,340	Funds for Committees/Shared Arrangements	\$10,000
Consumables	\$91,875	Repayable to the Department	\$225,250
Miscellaneous Expense ³	\$603,328	Asset/Equipment Replacement < 12 months	\$100,000
Professional Development	\$80,775	Capital - Buildings/Grounds < 12 months	\$60,000
Property and Equipment Services	\$360,751	Maintenance - Buildings/Grounds < 12 months	\$127,596
Salaries & Allowances ⁴	\$69,474	Capital - Buildings/Grounds > 12 months	\$250,798
Trading & Fundraising	\$127,245	Total Financial Commitments	\$1,103,648
Utilities	\$129,682		
Total Operating Expenditure	\$7,746,708		
Net Operating Surplus/-Deficit	\$75,691		
Asset Acquisitions	\$21,848		

(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 15 March 2019 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).

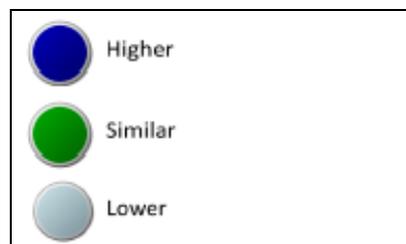


What does *School Comparison* refer to?

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 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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').