

2022 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 of the previous calendar year 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 03 April 2023 at 02:52 PM by Peter Jeans (Principal)

- This 2022 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 03 April 2023 at 08:15 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

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.

Our staff profile consists of a dedicated team of professionals, including two Principal Class members (Principal and Assistant Principal), 18 equivalent full-time staff (including 1 Learning Specialist), and 8 education support staff. With a 2022 enrolment of 246 students and a Student Family Occupation Education (SFOE) of 0.4197, our school is proud to be in the high SFOE band, which reflects the diversity and multicultural nature of our community.

At Westall Primary School, we aspire to be a highly organized 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 was impacted by significant staff and student absences due to Covid-19. Due to previous cancellations of NAPLAN, only achievement results were available and not learning growth which the school typically uses to measure its performance. Our achievement levels are outlined below. They show the impact of 2 years of lockdowns on student learning, particularly for younger students who were less able to learn independently at home and thus more impacted by the extended lockdowns in previous years and their own absences during the year.

Year 3 - NAPLAN achievement:

- Reading - slight decrease
- Writing - decreased
- Numeracy - decreased

Year 5 - NAPLAN achievement:

- Reading - slight decrease
- Writing - increased
- Numeracy - maintained

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 early signs are promising, but the full impact of the program will take several years to eventuate.

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.

Wellbeing

In responding to the impacts of COVID-19, Westall Primary School strongly prioritised student, staff and parent wellbeing during this year. This included trialling a range of mindfulness practices during classes including:

- mindfulness meditation (Smiling Minds app)
- calming music
- relevant Respectful Relationships lessons
- several wellbeing afternoons over the year where parents/students and teachers undertook a range of well-being activities.

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.

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

- a lunch activity program
- therapy dog
- martial arts program
- equine therapy program
- regular breakfast club.

Engagement

Student attendance over the year decreased in comparison to previous years, resulting in a large number of students with extended absences due to Covid-19 and other illnesses. The school developed a range of engagement programs to encourage student attendance including:

- lunch activities and clubs
- an after school sport programs
- sports equipment for all classrooms
- additional Line marking on pavement areas
- 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. During the holiday period, Code Camp also ran a day-camp onsite for students in the local community

interested in programming and digital content creation.

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 buddy program
- 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

The school had an existing staffing deficit from 2020 of \$234,936 and a further staffing deficit of \$17,847 in 2021. This was reduced from the predicted level due to a Workforce Bridging grant of \$64,814 and a number of staff on leave which reduced staffing costs in 2021. The remaining deficit was paid back from the cash budget in 2022. The staffing deficit occurred due to a sudden drop in enrolment numbers (particularly of international students) which left the school overstaffed in the previous years. At the end of the year the school managed to retain a staffing surplus of \$57,520.

Due to careful budget management and successful grant applications, the school retained a cash surplus of \$398,137 (inclusive of funds committed to various future initiatives). The school undertook various fundraising activities and raised \$1594

The school also received the following Grants:

- OSCH \$70,500
- Sporting School Grant \$7,400
- Woolworth Landcare Grant Program \$800
- PMP Funding \$40,000
- Shade Sail 80% \$20,000
- Kingston School Awards Grant \$193.20
- Furniture & Equipment Grant \$51,200
- A.U.S.T & Consumables Grant \$9,534
- Establishment Grant \$17,433
- Library Grant \$57,240
- Computer Grant \$38,825
- International Student Support Funding Targeted Initiative \$10,000
- Staff excess transition support: \$804 (to support staff in excess to transition to other schools)

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
<https://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 246 students were enrolled at this school in 2022, 109 female and 137 male.

71 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).

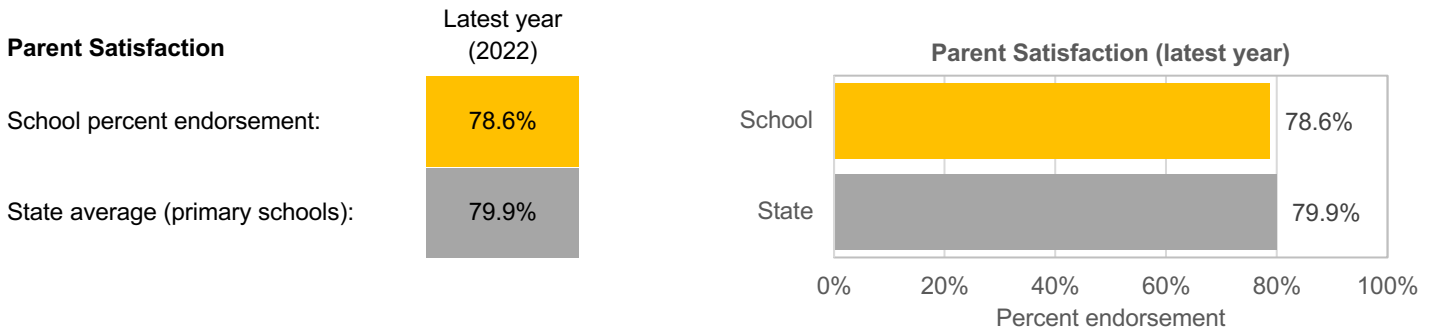
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

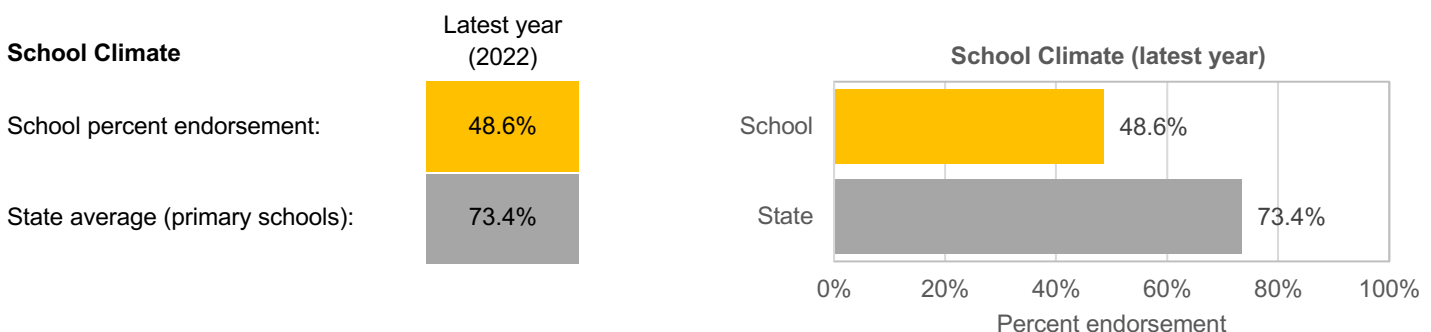


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

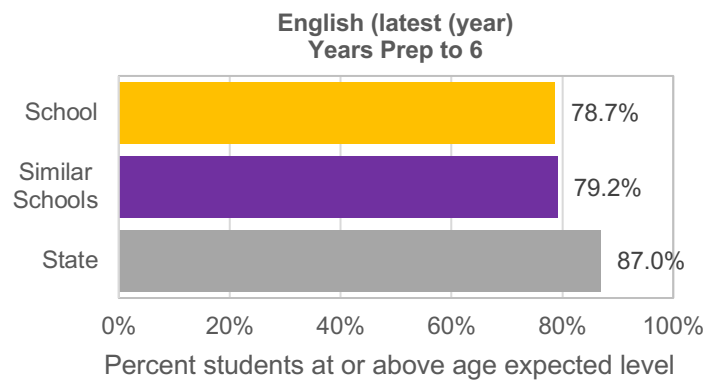
78.7%

Similar Schools average:

79.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

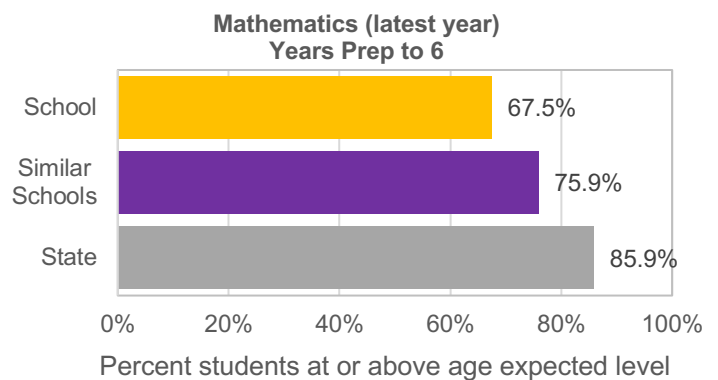
67.5%

Similar Schools average:

75.9%

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.

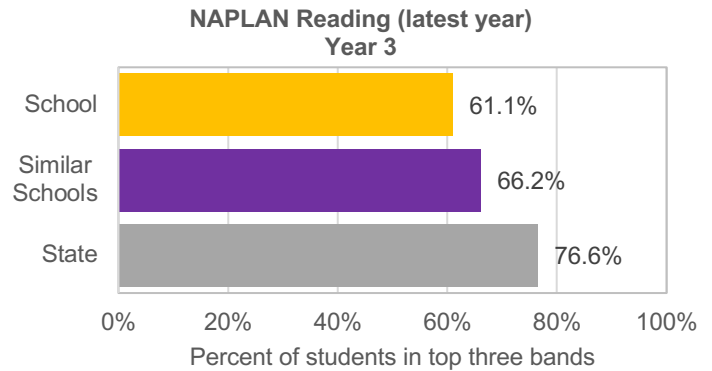
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

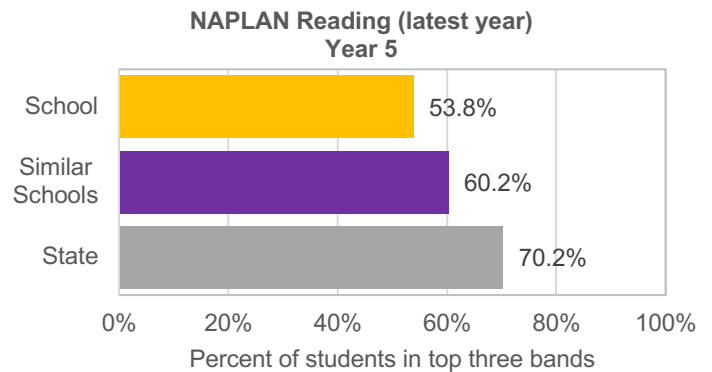
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.1%	61.9%
Similar Schools average:	66.2%	66.4%
State average:	76.6%	76.6%



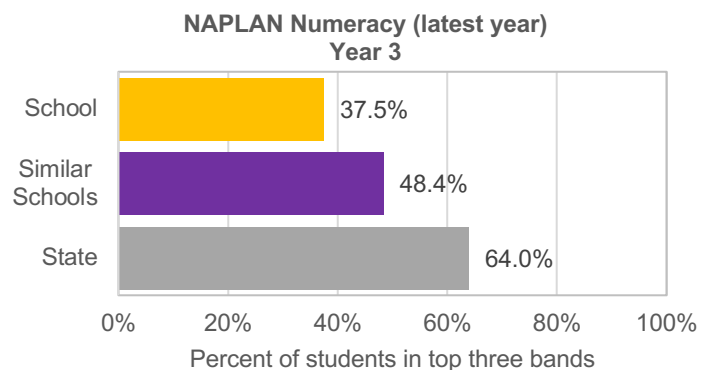
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.8%	51.7%
Similar Schools average:	60.2%	57.8%
State average:	70.2%	69.5%



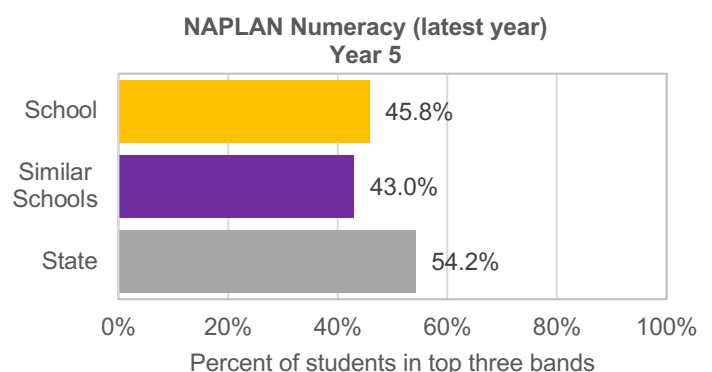
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.5%	43.4%
Similar Schools average:	48.4%	51.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.8%	44.8%
Similar Schools average:	43.0%	45.7%
State average:	54.2%	58.8%



WELLBEING

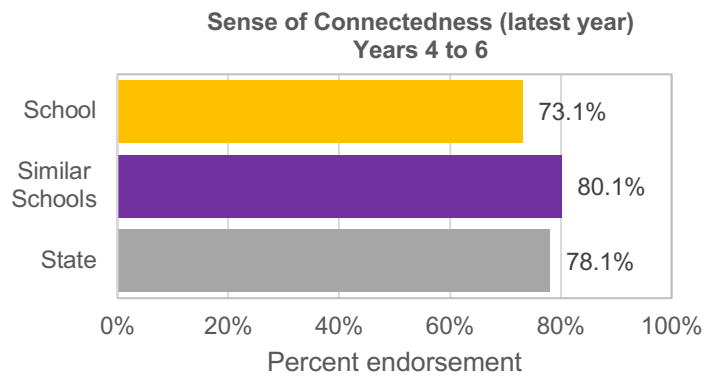
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	73.1%	75.4%
Similar Schools average:	80.1%	81.5%
State average:	78.1%	79.5%

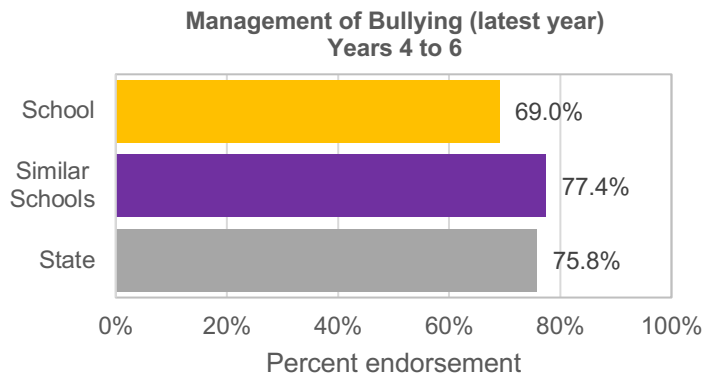


Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	69.0%	69.2%
Similar Schools average:	77.4%	79.2%
State average:	75.8%	78.3%



ENGAGEMENT

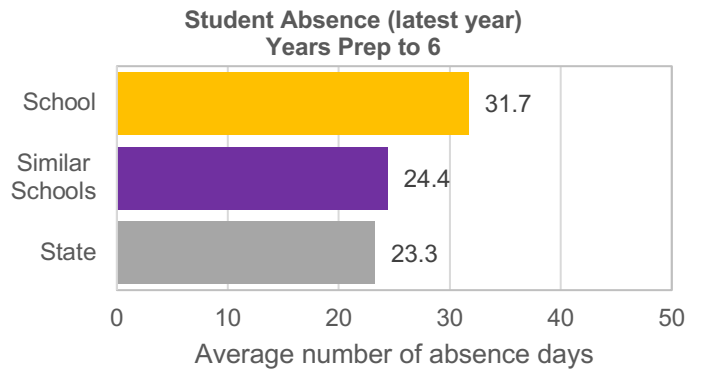
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	31.7	27.7
Similar Schools average:	24.4	19.5
State average:	23.3	17.0



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 (2022):	81%	82%	88%	83%	86%	84%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,551,555
Government Provided DET Grants	\$638,121
Government Grants Commonwealth	\$6,600
Government Grants State	\$0
Revenue Other	\$28,280
Locally Raised Funds	\$117,669
Capital Grants	\$0
Total Operating Revenue	\$3,342,224

Equity ¹	Actual
Equity (Social Disadvantage)	\$202,771
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$202,771

Expenditure	Actual
Student Resource Package ²	\$2,494,035
Adjustments	\$0
Books & Publications	\$1,066
Camps/Excursions/Activities	\$31,556
Communication Costs	\$3,754
Consumables	\$108,687
Miscellaneous Expense ³	\$15,598
Professional Development	\$18,383
Equipment/Maintenance/Hire	\$67,048
Property Services	\$57,846
Salaries & Allowances ⁴	\$19,326
Support Services	\$342,678
Trading & Fundraising	\$12,640
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,633
Total Operating Expenditure	\$3,212,248
Net Operating Surplus/-Deficit	\$129,976
Asset Acquisitions	\$33,140

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$616,721
Official Account	\$6,571
Other Accounts	\$0
Total Funds Available	\$623,292

Financial Commitments	Actual
Operating Reserve	\$111,289
Other Recurrent Expenditure	\$18,695
Provision Accounts	\$0
Funds Received in Advance	\$154,460
School Based Programs	\$1,594
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,115
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$105,093
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,685
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$406,931

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.