

# 2021 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](http://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 2021 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 25 April 2022 at 09:33 PM by Peter Jeans (Principal)

- This 2021 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

To be attested by School Council President

## How to read the Annual Report

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### 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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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

#### Achievement

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

#### Engagement

Student attendance at school

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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### School context

Westall Primary School is a multicultural school in Clayton South, close to Monash University and public transport - co-located with a Secondary College and Community Hub. The school is currently involved in a capital works program which will result in completely new buildings across the whole site.

Westall Primary School is dedicated to providing a safe, caring, productive environment, where students achieve great life outcomes. The school's values are Kindness, Excellence, Creativity and Fairness.

Westall Primary School has a strong emphasis on assisting all students to improve outcomes in English and Mathematics, and providing a calm learning environment that enables each student to achieve their best.

Westall Primary School ran an International school program - which due to COVID-19 had reduced numbers in 2021.

The staffing profile consisted of 2.0 Principal Class (Principal and Assistant Principal), 19.9 equivalent F/T staff (including 1 Learning Specialist), 8 education support staff (5.7 equivalent F/T staff). In 2021, the school's enrolment was 221 students. The school's SFOE was 0.5103, which places us in the high SFOE band.

Westall Primary School community aspires to be::

- A highly organized school, where, teamwork, teaching practices and resources align to maximise outcomes.
- \* A safe, learning environment where, every student has a desk, everyone knows the rules and consequence and structured processes maximise wellbeing and positive behavior
- \* A rich internal and external learning environment that connects students to each other, their teachers, the community and the environment

The school continued to work with the Coleman Foundation (now 'Our Place') to promote continuity of learning from early childhood right through to graduation.

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### Framework for Improving Student Outcomes (FISO)

In 2021, the school's planned AIP focused on the implementation of the Key Improvement Strategies related to the areas of Improving Reading, Writing and Numeracy, as well as further building the Partnership between home and school. FISO areas focussed on where curriculum planning, and leadership team development. The school had particular targets to increase the number of students in the high bands, and decrease the number of students in the lowest band in these areas. Additionally the school had a strong focus on improving attendance and behaviour. Westall Primary School achieved significant achievements in progressing towards our AIP goals in literacy, numeracy and student wellbeing.

This included:

- \* Development of school-wide curriculum scope and sequences for Literacy and Numeracy - linked to the Victorian Curriculum with minimum expectations for student achievement
- \* Development of a School-Wide Positive Behaviour Model and behaviour management rubric
- \* Implementation of the Tutor Learning Initiative
- \* Development of homework expectations for the 2022

These were developed through a collaborative process with the leadership team and staff - where all members of the school took greater responsibility for planning for an aligned effective curriculum for 2022 onwards.

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### Achievement

The school used a range of modes to deliver student learning during lockdowns - including structured video sessions, a google website to post materials, and classroom to communicate and assess effectively.

Parent and student feedback about remote learning was overall positive, with the right balance of activities and achievement expectations catering for the majority of students.

At risk and vulnerable students undertook an on-campus learning during this time, and again this was a positive program well received by the school community.

The tutor learning initiative (TLI) was successfully delivered, initially in the early years, and then later - according to students who had been impacted negatively by lockdowns across all year levels. During term 4 - the extended lockdown hampered efforts to deliver TLI - with not all students attending regularly online for their sessions. However, student with better attendance did progress well in their individual learning goals.

Despite interruptions to the school program, significant learning gains in NAPLAN writing were achieved.

The number of students recorded with high growth in NAPLAN exceeded similar schools IN ALL AREAS except reading.

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## Engagement

Student attendance and learning were significantly affected by multiple lockdowns due to Covid-19. Student attendance initially showed improvement in Term 2 and 3, but significantly declined in term 4 after significant lockdowns. The school initiated a variety of actions to improve attendance including highlighting attendance data with parents, focusing on better managing bullying, and improving the environment at the school.

The school also:

- \* Connecting with the Westall Hub, Hub Kinder, and High school to coordinate activities and processes
- \* Strengthened our partnership with Our Place
- \* Improved the natural environment, with all students participating in cleaning up the yard at the end of each recess and lunch, promoting pride and care in their school.
- \* Re-started its breakfast program to better connect students with each other and the school, this was well attended, and positive feedback received from parents and students. Based on this it is planned to expand this and also start a lunch activity program in the following year.
- \* Posted regular updates and data on whole school attendance on ClassDojo
- \* Followed up with individual students and families with low attendance.
- \* Used a range of online methods to better engage with families including video-conferencing, websites, classDojo and Compass.

Student attitudes to areas related to student behaviour, bullying, respect for diversity, and attitudes to attendance - showed improvement in the annual student attitude to school survey.

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## Wellbeing

Student wellbeing was a strong focus for the school - with particular efforts employed to improve respectful, safe behaviour in class and the yard.

This included regular assemblies about safe and respectful behaviour, as well as the revision of the schools processes and policies in this area. The school re-developed its behaviour management rubric, and also developed a School Wide Positive Behaviour Model for implementation in 2022.

- \* The school also organised for audits of the playground equipment and undertook a number of works to improve safety of the equipment, including increased amount of softball, replacement of chains and other parts of the equipment with safer alternatives.
- \* The school developed better processes to monitor and respond to students with behaviours of concern.
- \* The school also engaged with external providers to provide support for students with behavioural or emotional needs. This included an outdoor therapy program for a student with significant behaviour issues, as well as sourcing programs for 2022 including a therapy dog, equine program and other programs to support students with additional wellbeing needs.

For RUOK day - the school ran a variety of online activities for students at home (during lockdown) including an online video quiz - which was highly successful.

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## Finance performance and position

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 will be 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 and current year. The school has sufficient cash reserves in the bank to accommodate this while putting in place measures to manage the overstaffing situation in the future.

Cash funding: OSCH: \$39,750

The school undertook fundraising activities - and raised \$522 via a Bunnings BBQ

The school received the following Grants:

- \* School Sports Grants \$1500 (put towards sporting equipment for the students)
- \* Workforce Bridging: \$64,814
- \* Computer grant: \$26,960 (to be put towards computer leases in 2022)
- \* Library Books Grant: \$6360 (to be put towards books for Phonics in 2022)
- \* School Upgrade Grant: \$114,900 (returned to DET)
- \* Furniture and equipment Grant: \$3000 (remaining from LC1 construction, used for lockers)
- \* Staff excess transition support: \$9386 (to support staff in excess to transition to other schools)

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

**For more detailed information regarding our school please visit our website at**

<http://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.

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 227 students were enrolled at this school in 2021, 98 female and 129 male.

71 percent of students had English as an additional language and 4 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).

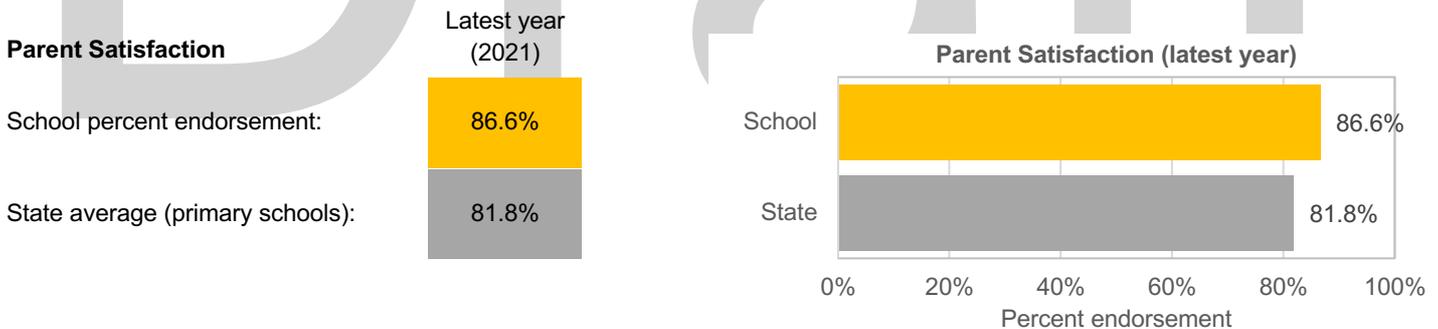
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

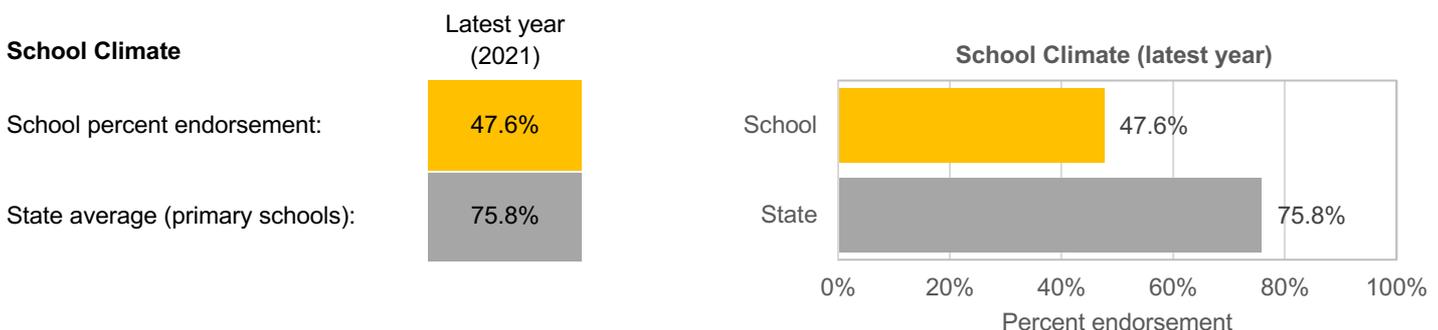


### School Staff Survey

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.



## ACHIEVEMENT

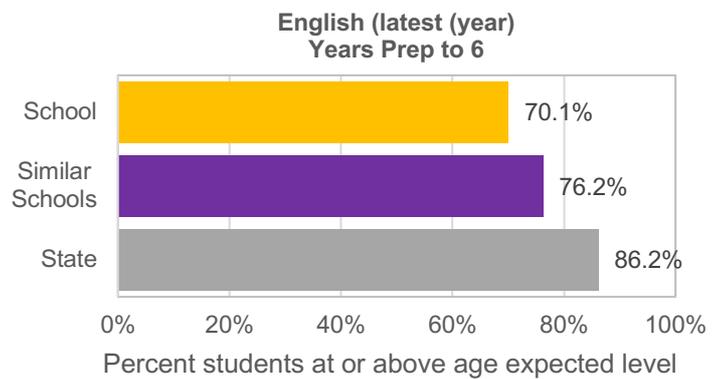
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

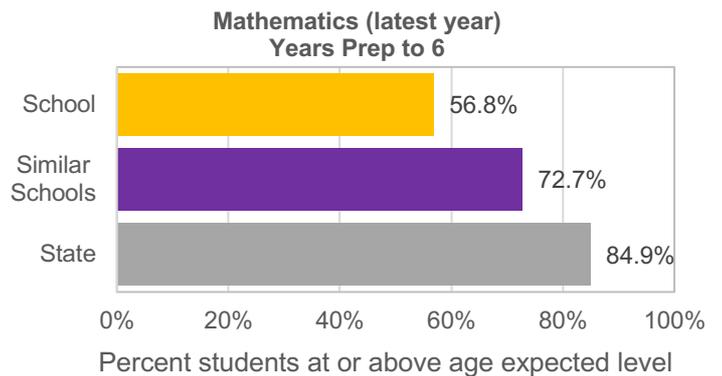
#### English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	70.1%
Similar Schools average:	76.2%
State average:	86.2%



#### Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	56.8%
Similar Schools average:	72.7%
State average:	84.9%



## ACHIEVEMENT (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.

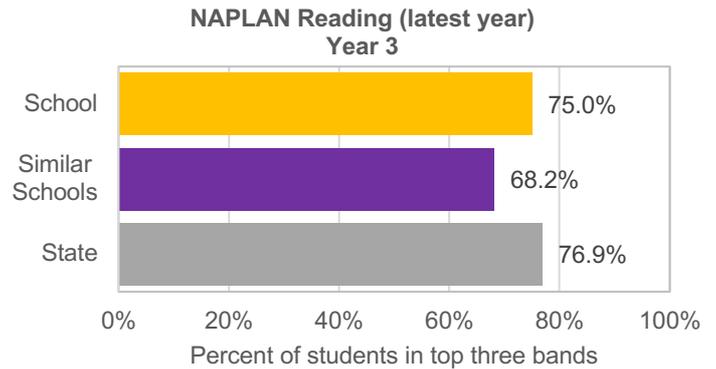
### NAPLAN

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 2018, 2019 and 2021 data.

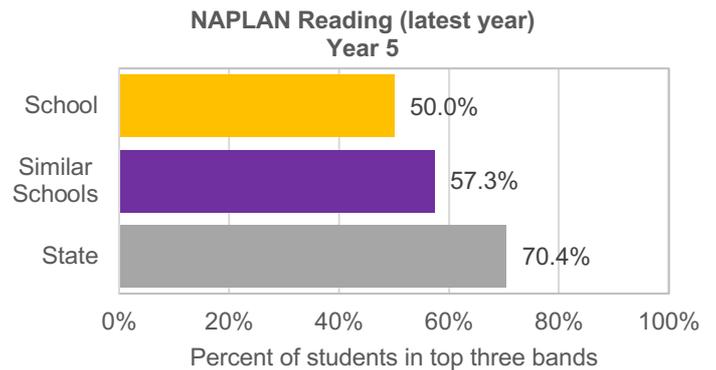
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	60.0%
Similar Schools average:	68.2%	65.6%
State average:	76.9%	76.5%



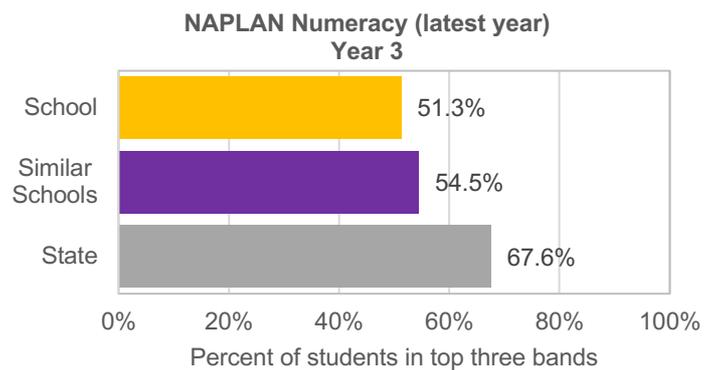
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	46.5%
Similar Schools average:	57.3%	53.3%
State average:	70.4%	67.7%



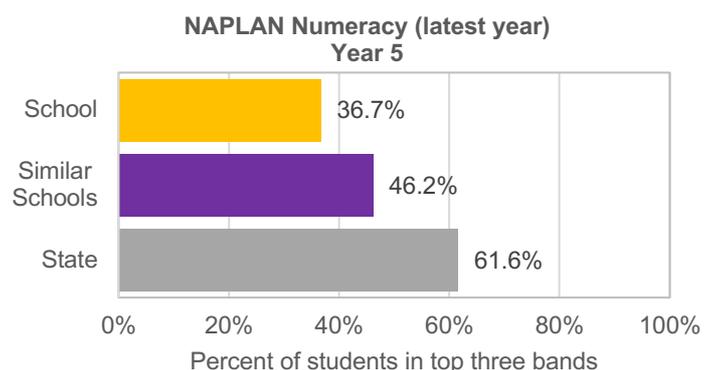
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.3%	44.3%
Similar Schools average:	54.5%	53.3%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.7%	43.6%
Similar Schools average:	46.2%	44.7%
State average:	61.6%	60.0%



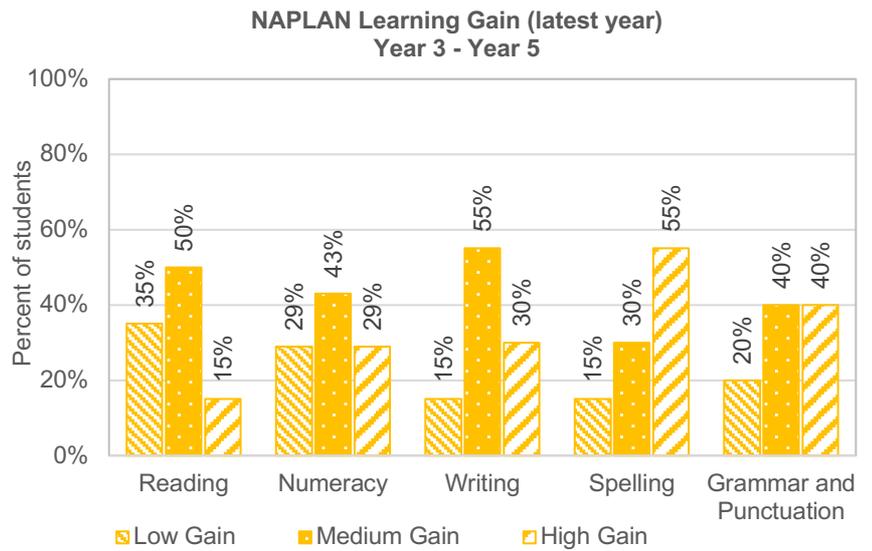
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	35%	50%	15%	19%
Numeracy:	29%	43%	29%	24%
Writing:	15%	55%	30%	25%
Spelling:	15%	30%	55%	31%
Grammar and Punctuation:	20%	40%	40%	26%



## ENGAGEMENT

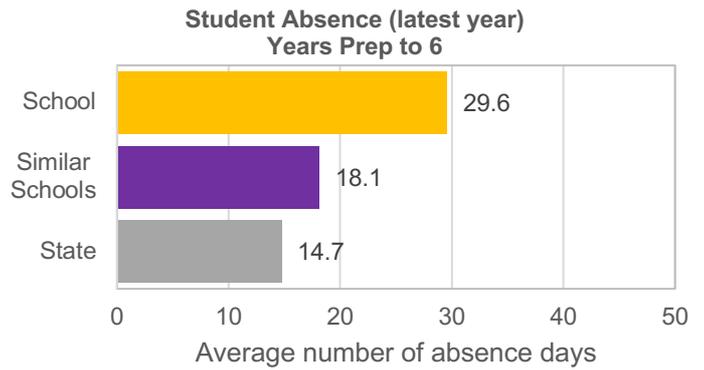
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	29.6	24.8
Similar Schools average:	18.1	17.9
State average:	14.7	15.0



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	83%	86%	85%	85%	82%	86%	89%

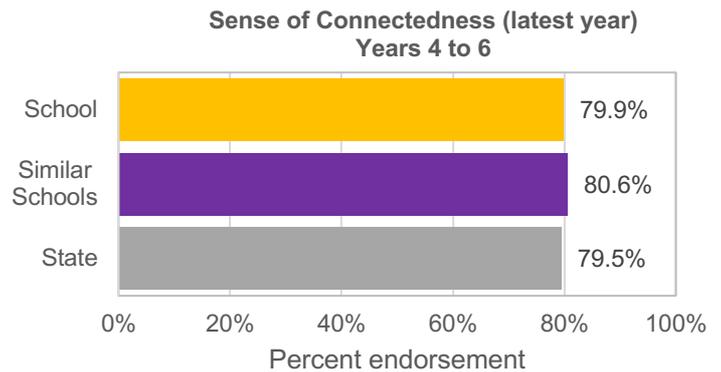
## WELLBEING

**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 (2021)	4-year average
School percent endorsement:	79.9%	80.6%
Similar Schools average:	80.6%	82.8%
State average:	79.5%	80.4%

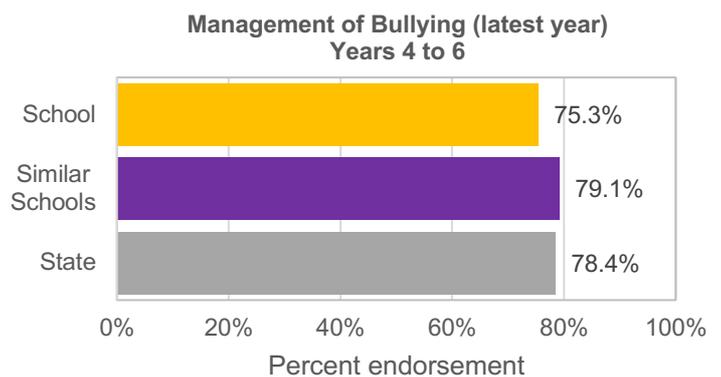


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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 (2021)	4-year average
School percent endorsement:	75.3%	72.1%
Similar Schools average:	79.1%	81.0%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$2,392,040
Government Provided DET Grants	\$436,276
Government Grants Commonwealth	\$9,020
Government Grants State	\$2,000
Revenue Other	\$7,507
Locally Raised Funds	\$54,987
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,901,830</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$208,356
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$208,356</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$2,416,930
Adjustments	\$0
Books & Publications	\$1,891
Camps/Excursions/Activities	\$5,081
Communication Costs	\$2,844
Consumables	\$62,770
Miscellaneous Expense <sup>3</sup>	\$133,744
Professional Development	\$13,788
Equipment/Maintenance/Hire	\$52,648
Property Services	\$67,847
Salaries & Allowances <sup>4</sup>	\$4,931
Support Services	\$149,909
Trading & Fundraising	\$42,646
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,674
<b>Total Operating Expenditure</b>	<b>\$2,989,703</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$87,873)</b>
<b>Asset Acquisitions</b>	<b>\$6,920</b>

- (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 24 Feb 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$547,980
Official Account	\$24,902
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$572,881</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$85,591
Other Recurrent Expenditure	\$9,214
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$61,269
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,669
Repayable to the Department	\$310,051
Asset/Equipment Replacement < 12 months	\$82,629
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$90,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$642,423</b>

*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.*