

2020 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 2020 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 13 May 2021 at 11:44 AM by Peter Jeans (Principal)

The 2020 Annual Report to the school community:

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

Attested on 14 May 2021 at 08:31 PM by Melissa Shelley (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 dedicated to providing a safe, caring, productive environment, which promotes each student's learning development, confidence, and self-esteem. The schools values are Kindness, Excellence, Creativity and Fairness.

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 2020, 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 encourages:

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

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

The school continued to work with the Coleman Foundation (now 'Our Place') to assist students and families from entrenched poverty to achieve higher outcomes.

Framework for Improving Student Outcomes (FISO)

In 2020, the school's planned AIP focused on the implementation of the Key Improvement Strategies related to the areas of Improving Reading, Writing and Numeracy, Building the Partnership between home and school. With particular targets to increase the number of students in the high bands, and decrease the number of students in the lowest band.

Key Improvement Strategies

- * Build the collective efficacy of teachers through targeted professional learning and collaborative practice.
- * Strengthen the home-school partnerships to support student engagement with their learning.
- * Establish and embed the school's vision, values and culture.
- * Build community connectedness and partnerships through Our Place and the Westall Community Hub.

In 2020 much of the year was disrupted due to COVID-19, and the school moved to remote learning for much of the year and families were supported to ensure students had access to their teachers online via video-conferencing and Class Dojo. Support was provided for high risk families - with students able to attend school on-site, connecting to their relevant teachers online. The school adapted to the new challenge, and utilised WebEx, Class Dojo and Compass to better connect and engage with families, as well as provide remote learning for the students. The school continued its efforts in the Walker Learning Approach, with the view to strengthening inquiry in the senior levels.

Achievement

Due to remote learning students did not undergo NAPLAN and many of the standardised testing approaches were not undertaken.

Students were set a range of Literacy and Numeracy Tasks each day, and engaged in inquiry (self directed tasks) with support of their teachers - checking in regularly in small groups. Students also undertook PE lessons daily to ensure physical exercise was undertaken. Specialist programs also continued, and were available for students.

The school managed to connect to 100% of families via Class Dojo, enabling better communication between school and home!

The school continued in its Capital Works program, enabling the refurbishment of the Admin wing at the front of the school- to better connect parents and community members to the school. The school continued planning with the the City of Kingston, to join the admin wing to the Westall Hub, enabling a common entrance to be constructed to better facilitate connections with the local community.

Engagement

The majority of students engaged well with remote learning, and attendance was similar to previous years - with a slight drop identified. Some students had difficulty engaging remotely, due to a range of circumstances. The school supplied computers and dongles to families who needed them, and if students did not attend from more than two days - the teacher attempted to contact home to follow up and support. If students continued to miss lessons, support was escalated to the principal class, and further actions were undertaken, including home visits where necessary. This proved effective in the majority of the cases, enabling a positive outcome for the students during this time. Transition to onsite learning - was undertaken smoothly, and with staggered dismissal times to ensure social distancing of parents. The focus during this time was primarily Literacy and Numeracy, which were areas most impacted by the remote learning period. Students were highly engaged back at school, with minimal behaviour incidents.

Wellbeing

To reduce workload and stress, meeting for staff were reduced to the absolute essentials only - allowing staff time to prepare and mark, and also look after their own families at home during this time. The school regularly checked in with staff, to monitor their wellbeing, and to ensure that everyone was supported during this time. DET wellbeing modules were undertaken by staff, to ensure that they had a greater awareness and deeper understanding of wellbeing initiatives and supports. A curriculum day for staff on return, was also organised to ensure that staff had a well organised safe transition back to school, with time for planning and organising their learning environment. The school is looking at different ways to support staff wellbeing in 2021 and beyond. During remote learning, hampers were circulated at risk families and follow up/referral made to relevant agencies as needed. Teachers motored at risk students, and discussed all students' wellbeing and progress with parents via phone. On return to onsite learning - students continued in the 'Play Is The Way' positive approach to student wellbeing and discipline. Various classes undertook additional wellbeing activities and discussion within their classes.

Financial performance and position

The annual result for WPS was a deficit of \$343,857 in 2020, this has been due to the staffing profile of the school, a drop in enrolment numbers and a declining SFOE. This deficit was recovered during Term 2 and Term 4 with a final balance payable.

Student numbers fell in 2019 compared to 2018, resulting in a loss of funding. February census in 2019 was based on 239 students enrolments, compared to February census 2020 was based on 212 student enrolments. We had an unexpected decrease in International student numbers from 26 International students in February census 2019, to 23 International students in February census 2020.

We made a total of \$0 in Cash to Credit transfers to accommodate for the loss in SRP funding due to the reduction in student enrolments. The money received from the International Student enrolments made it possible to make these transfers to prevent a higher deficit from occurring.

A total of \$0 was received from DET in Grants for IT, Library and Building upgrades.

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.

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 235 students were enrolled at this school in 2020, 110 female and 125 male.

69 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) which takes into account parents' occupations and education.

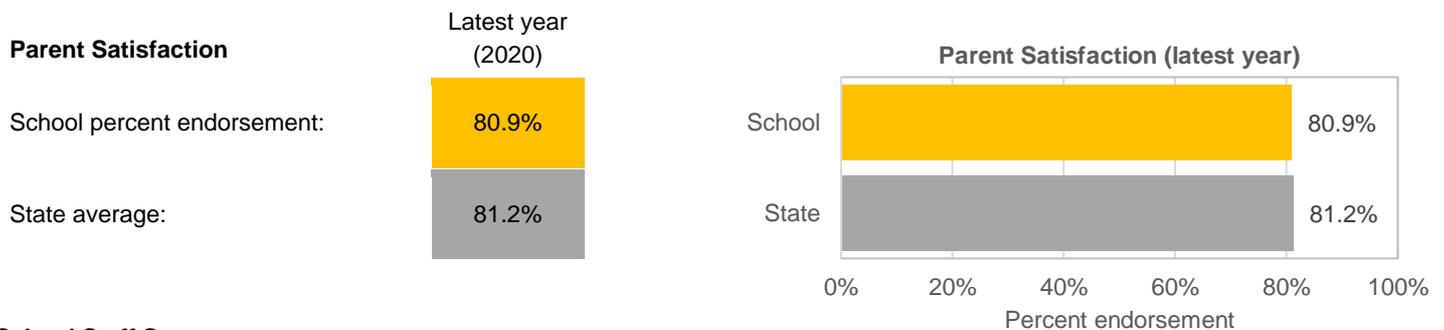
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

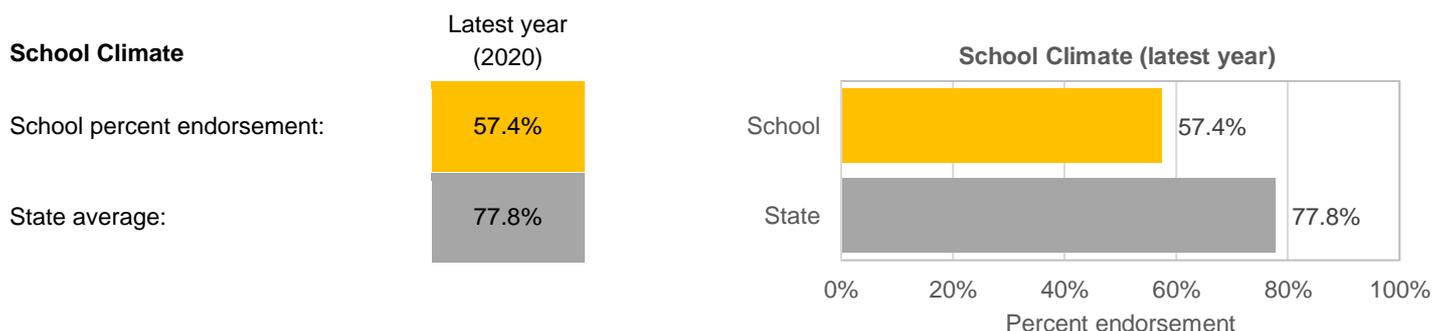


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

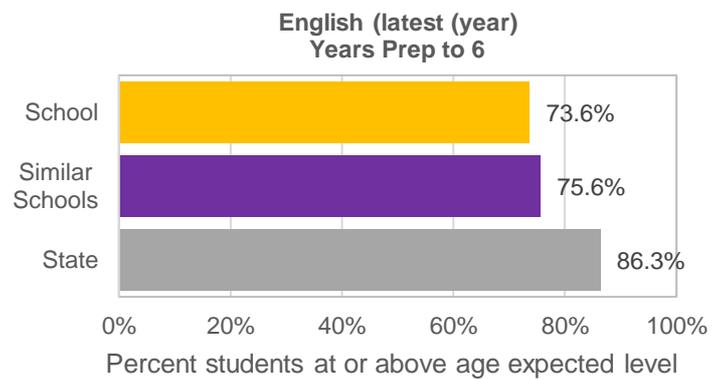
73.6%

Similar Schools average:

75.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

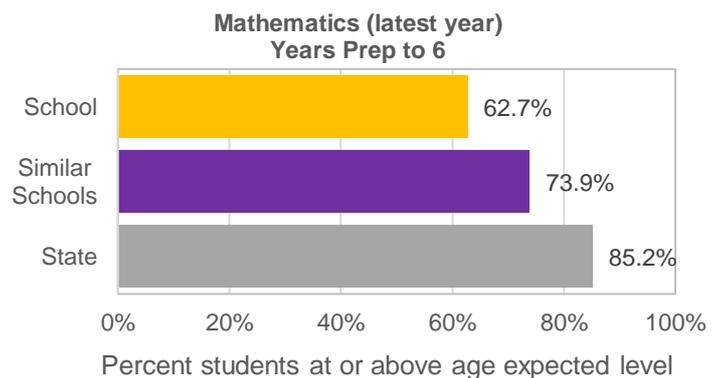
62.7%

Similar Schools average:

73.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

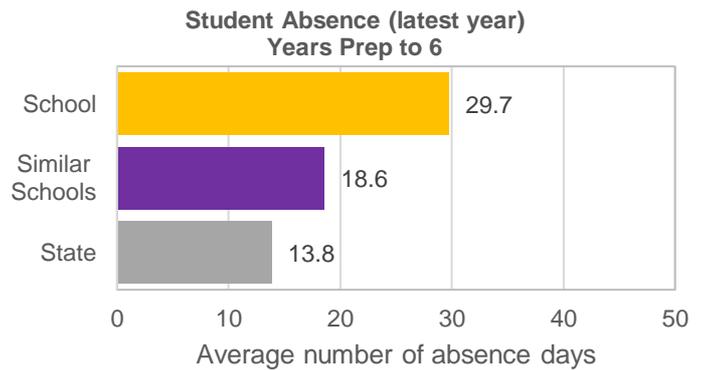
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	29.7	22.9
Similar Schools average:	18.6	17.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	85%	82%	85%	84%	79%	90%	90%

WELLBEING

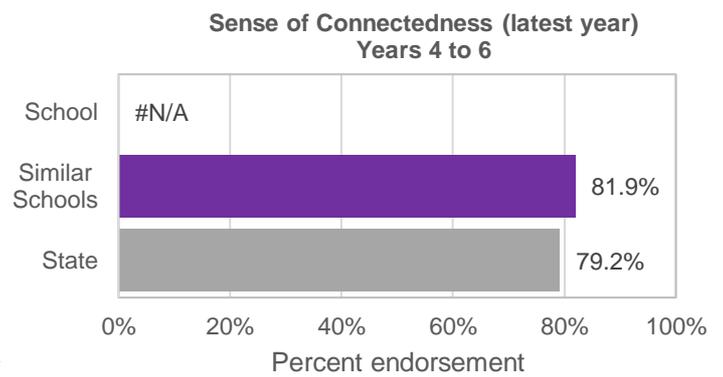
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	82.6%
Similar Schools average:	81.9%	84.1%
State average:	79.2%	81.0%



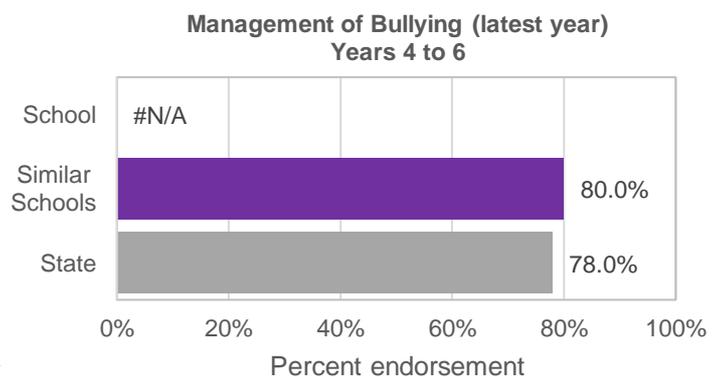
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	73.4%
Similar Schools average:	80.0%	82.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$2,239,358
Government Provided DET Grants	\$477,550
Government Grants Commonwealth	\$3,450
Government Grants State	NDA
Revenue Other	\$4,428
Locally Raised Funds	\$53,187
Capital Grants	NDA
Total Operating Revenue	\$2,777,974

Equity ¹	Actual
Equity (Social Disadvantage)	\$255,705
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$255,705

Expenditure	Actual
Student Resource Package ²	\$2,583,211
Adjustments	NDA
Books & Publications	\$4,538
Camps/Excursions/Activities	\$2,514
Communication Costs	\$5,064
Consumables	\$69,391
Miscellaneous Expense ³	\$8,427
Professional Development	\$9,591
Equipment/Maintenance/Hire	\$125,233
Property Services	\$53,253
Salaries & Allowances ⁴	\$6,250
Support Services	\$76,730
Trading & Fundraising	\$22,505
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$571
Utilities	\$39,141
Total Operating Expenditure	\$3,006,418
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$70,084

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$614,199
Official Account	\$10,675
Other Accounts	NDA
Total Funds Available	\$624,875

Financial Commitments	Actual
Operating Reserve	\$62,898
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$304,726
Asset/Equipment Replacement < 12 months	\$42,350
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$164,900
Maintenance - Buildings/Grounds > 12 months	\$50,000
Total Financial Commitments	\$624,875

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.