

2016 Annual Report to the School Community



School Name: Westgrove Primary School

School Number: 5365



Name of School Principal:	Tami-Jo Richter
Name of School Council President:	Samara Renton
Date of Endorsement:	18-04-17



All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Westgrove Primary School is located in North West Werribee and celebrated its 21st year of operation in 2016. At the start of the year there were 684 students supported by 3 Principal Class, 6 Leading Teachers, 41 Teacher Class Staff and 20 education support staff.

31 classes operated during 2016 with 5 Foundation classes, 5 Year 1 classes, 5 Year 2 classes, 4 Year 3 classes, 4 Year 4 classes, 4 Year 5 classes and 4 Year 6 classes. Six pedagogy coaches supported learning across the school taking responsibility for a year level and then a KLA such as English, Mathematics, Assessment and Reporting and Digital Technology. Specialist programs included PE and Visual Art for all year levels, Spanish for Years F-2, STEM for Year 3 and Multi-media for Years 4-6.

There was a very significant proportion of students of an English as an Additional Language background and number of students with an Indigenous background. The Student Family Occupation Index (SFO) was 0.6621. The equity funding positively influenced the programs the school has been able to offer and allowed the school to maintain its results. In 2016 there was a change in principal in second semester and the RTI program offered previously was re-evaluated at the end of the year as it hadn't reaped the results expected. A new curriculum framework was introduced that focuses on inquiry pedagogy and a concept-driven model. This was introduced to improve engagement and allow an opportunity for student voice, agency, critical and creative thinking as well as an opportunity to build skills and dispositions.

NAPLAN results in Year 3 continued to be above the State though the growth from Year 3 to Year 5 in 2016 slowed considerably. It was pleasing to see that over a four year period our growth from Year 3-5 is in-line with similar schools. Westgrove PS has a BYOD iPad program in Years 3-6 which is a core part of the pedagogical approach to learning within the school. Years F-2 have access to digital technologies and all staff have appropriate access to record their planning and student learning.

Westgrove's grounds have three designated play areas, a synthetic sports area with an oval, soccer pitch, softball diamond and a running track. An Indigenous garden is being developed further to provide a place for storytelling and reflection. The school also has a gymnasium, well-resource library, daily canteen and well furnished classrooms with new portables replacing those with asbestos late in the year. Breakfast Club was run from the canteen two mornings a week serving cereal, fruit and milo all year with toasties in winter.

The school has joint use agreement swimming pool on school grounds, in partnership with Pau Sadler Swimland. All students have the opportunity to access a swimming program at a discounted price and several other schools hire the facility.

Westgrove is committed to improving student attendance rates and have sound strategies in place for the tracking and follow up of student absences. The school motto, pledge and song are all enacted within the school community and are supported by the three Positive Behavior Pillars: Be Safe, Be Respectful and Be a Learner.

Framework for Improving Student Outcomes (FISO)

There was a focus on putting some structures in place such as aligning Instructional Leaders with Year levels; ensuring that PLT, SIL, IFT meetings were in place and functioning well; planning set aside in the timetable and expectations developed; All were put in place and evaluated for effectiveness. Another focus was auditing the Vic Curriculum and ensuring all areas were being taught through the units of Inquiry for 2017- this was achieved and the Department came and watched our auditing process. Consistency in teaching was explored and is continuing to be measured. School wide coaching was introduced but was found to be difficult to implement with the other roles of the Instructional Leaders- roles revised for 2017 to ensure coaching is a priority. RTI was assessed- teachers found intervention that they organized themselves was most effective so teaching and learning assistants were investigated for 2017. Dynamic reporting was explored with a timeline in place for introduction in 2017. Compass utilized for digital reporting and introduced successfully Semester 2 2016. Digital learning continued to be a focus across the school to upskill both teachers and students. Overall the AIP was implemented well with most areas being addressed thoroughly and those they weren't completed have continued to be a focus for 2017.

Achievement

Our School's *Panorama data* indicates that the school performs as well as similar schools for both Year 3 and 5, usually at the State level for Year 3 but slightly below for Year 5. In comparison to Network schools we perform very well, usually above all Network schools. Writing will need to be a focus for the school in 2017.

Our achievements with our school's *School Comparison Data* show us as just below the state but when marked against similar schools we were awarded a 'similar' ranking. Our Program for Students with disabilities showed progress in achieving their individual goals. Our Year 3 four year average data shows that we are working 'higher' than similar



schools in both numeracy and reading.

Our academic performance can be attributed to designated Instructional Leaders at each year level focusing on RTI and coaching to assist developing the capacity of both students and staff. The focus on collaborative planning and targeted PLT goals in Year level teams has helped the teachers to focus the teaching and learning strategies. In second semester the school started exploring an inquiry pedagogy in order to engage students and differentiate better. The Victorian curriculum was explored more thoroughly and mapped for 2017.

In 2017 we will strive to implement the Victorian curriculum effectively. The Instructional Leaders will work in teams to support bands of teachers. Units of Inquiry will be planned and taught as transdisciplinary units in order to cover curriculum and engage the students in authentic learning. There will be attempts to integrate language and math with the units of inquiry where possible. A consultant will be employed to support the staff with building their capacity to teaching writing more effectively. The school is moving towards dynamic reporting as way to more consistently inform parents of their child's performance.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The school has continued to build on its Positive Behaviors Program throughout 2016 with a focus on building social skills. The last part of the year was spent expanding the continuums to specify behaviors at different year levels in order to focus the teaching of different social skills and the expectations of the children. This will be fully implemented in 2017. We have continued to support positive social interactions and consistent sound work habits with explicit teaching and high expectations.

In 2016 our school attendance outcomes were lower than expected and below the state median. We understand that school attendance is strongly linked to academic, social and emotional outcomes and inform parents consistently. We have been following up absences diligently and have informed the Department truant officer where necessary because there has been disengagement from the families. Plans are developed where all possible to engage students with school and services employed to help families where they are open to the support. The out of school hours program at Quantin Binnah supports our families with their work commitments and supports our school attendance.

Student behavior is recorded and monitored through Compass. It is regularly analyzed and any escalation in inappropriate behaviors is met with a unified and targeted approach from the whole school: class teachers/ yard duty teachers, leadership team and sometimes outside services in conjunction with the families.

Engagement has started to be addressed across the curriculum with the introduction of a concept-driven inquiry based program to encourage differentiation and student voice. The BYOD program has been embedded into the curriculum program as one way to build connectedness with school. Opportunities for the families to come into the school is another way that the school further tries to build the connection between school and home and keep families engaged with us. We continue to receive feedback about our students from outside sources about the students working to be good ambassadors for their school. We continue to be proud of this.

Wellbeing

Our school recognizes and honours the many cultural and religious backgrounds of our students. There are a variety of strengths within the community as there are a variety of social needs. Much emphasis is put on building relationships with students and families.

School support meetings are held each term for all students on the Program for Students with Disabilities, Koorie backgrounds and those in Out of Home Care. There is an AP designated for student wellbeing who coordinates the wellbeing across the school with the Leadership team, class teachers, ES staff and families. A Social Worker was also employed in Term 4 to support students across the school. The Better Buddies program continued in 2016 for Years foundation and Four. Lunchtime activities are also offered to support particular students who struggle in the playground environment

There are numerous opportunities for student leadership with Year 6 captains, house team leaders and student leaders in classes 3-6. There are transition programs in place for foundation and Year 6 students. The Seasons program was also offered to those children in need.

Breakfast club runs two mornings a week and is well attended but students and some families. Lunch is provided for



those students who require it.

In 2017 we intend to have a stronger focus on Leadership in Year 6 as expected behaviors and are looking to develop a program to encompass that. There will also be targeted incursions across the school to support the building of social skills across the school The new PBS continuums will help support this.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

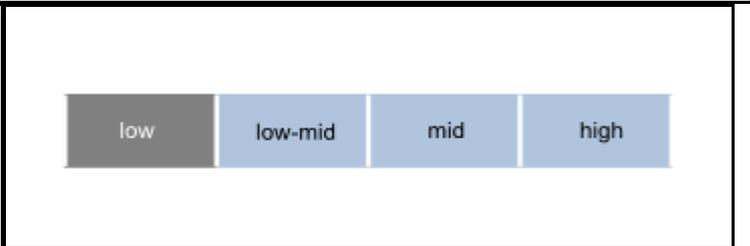
School Profile

Enrolment Profile

A total of 684 students were enrolled at this school in 2016, 323 female and 361 male. There were 37% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.

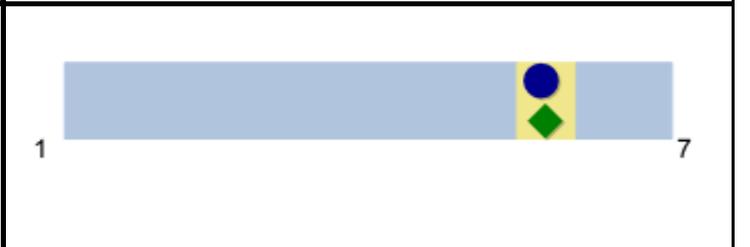
Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

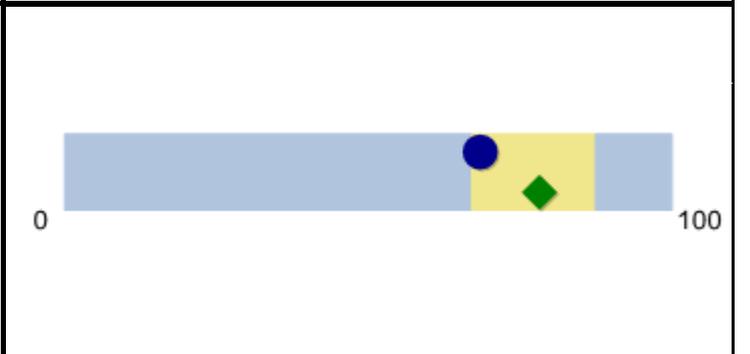
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> Higher</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 year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>49%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>56%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>53%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>39%</td> <td>49%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>44%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	49%	29%	Numeracy	35%	56%	10%	Writing	35%	53%	12%	Spelling	39%	49%	12%	Grammar and Punctuation	38%	44%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" data-bbox="555 853 1029 943"> <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>91 %</td> <td>89 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	89 %	91 %	90 %	90 %	90 %	91 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	89 %	91 %	90 %	90 %	90 %	91 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

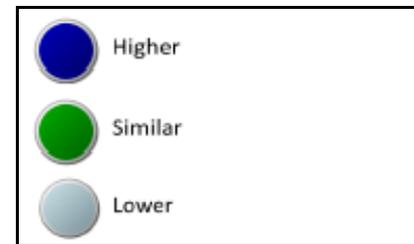
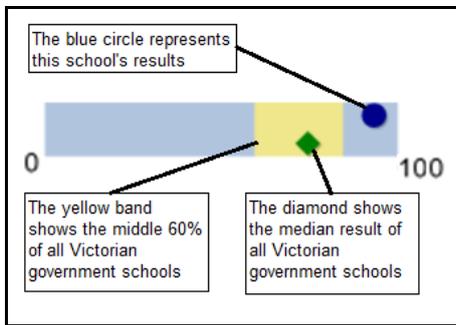
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

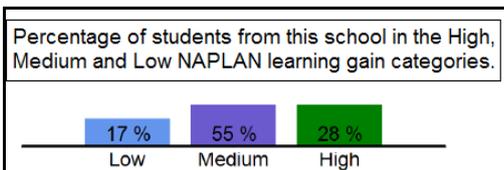
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison 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 measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

We put aside \$150000 for asset purchase and replacement; \$185000 for short term capital projects which includes \$100000 of cabling; term deposit with \$204000 which has been tagged to the gym extension and is a long term capital project; \$45000 in the Swimland holding account which is the capital reserve and \$30000 in the building fund. We need to convert cash to credit with some of our equity funding to cover the staff salaries as we have employed 17 new teaching and learning assistants.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$5,433,219
Government Provided DET Grants	\$1,331,364
Government Grants Commonwealth	\$2,900
Revenue Other	\$87,961
Locally Raised Funds	\$452,729
Total Operating Revenue	\$7,308,174

Expenditure	
Student Resource Package	\$5,321,654
Books & Publications	\$4,626
Communication Costs	\$8,208
Consumables	\$72,788
Miscellaneous Expense	\$423,513
Professional Development	\$23,279
Property and Equipment Services	\$365,860
Salaries & Allowances	\$62,118
Trading & Fundraising	\$129,290
Utilities	\$112,851

Total Operating Expenditure **\$6,524,189**

Net Operating Surplus/-Deficit **\$783,985**

Asset Acquisitions **\$40,933**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$822,152
Official Account	\$34,654
Other Accounts	\$280,402
Total Funds Available	\$1,137,208

Financial Commitments	
Operating Reserve	\$194,359
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds incl SMS<12 months	\$185,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$135,000
Revenue Received in Advance	\$174,970
School Based Programs	\$17,500
Capital - Buildings/Grounds incl SMS>12 months	\$204,340
Maintenance -Buildings/Grounds incl SMS>12 months	\$76,040
Total Financial Commitments	\$1,137,208

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.