

2022 Annual Report to the School Community

School Name: Westgrove Primary School (5365)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 24 April 2023 at 11:41 AM by Christopher Gatt (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 26 April 2023 at 01:25 PM by Karlie Miles (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

Westgrove Primary School is a safe, inclusive and supportive community that empowers students with the tools to reach their individual potential.

Westgrove Primary School's guiding values are: Respect, Honesty, Empathy, Perseverance, Inclusivity, Resilience and Collaboration. These values define our behaviour and underpin all decision making. We are committed to ensuring that we treat one another and the environment with respect, are honest in our endeavours and interactions, persevere to achieve our goals, demonstrate empathy for all members of our community, and at all times embrace inclusive practices. We are striving to develop a toolbox of strategies to help us become more resilient and we are collaborative in both our learning and decision making.

Currently we operate 28 classes with approximately 640 students, comprising of four classes at each year level across Prep to Year 6. Each band has an allocated leading teacher as their Instructional Leader and a Learning Specialist. Specialist programs include PE, The Arts, Italian and STEM.

In 2022, the number of students of an English as an Additional Language and Indigenous backgrounds continues to remain steady. The Student Family Occupation Index (SFO) is 0.6513 and the Student Family Occupation and Education Index (SFOE) is 0.5101. There continues to be a decrease in the number of families identified as disadvantaged, however, the social and emotional supports needed for our students has not lessened. The school works tremendously hard to support all students to have access to the education they deserve.

In 2020/21 the school continued to focus on improving academic achievement and we have been proud of our ability to continually improve our results. We have some significant intervention programs in place to support Literacy outcomes and overall have been encouraged by our ability and commitment to continue to improve student learning. We have robust academic programs scaffolded by appropriate technology with many extra-curricular opportunities.

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

Our Intervention programs focus on stretching those students who are working above level as well as supporting those students who require additional support to reach the expected standard. The school has made a commitment to improving students' ability to and engagement with writing across the school, working regularly with a consultant to improve classroom practice and teacher knowledge. Professional Learning Communities within the school have also been focusing on improving teacher knowledge and trying new practices to improve student learning whilst building teacher capacity. Westgrove Primary School continue to engage a consultant to work on improving school culture, resiliency and staff welfare.

We are in a joint use agreement with Paul Sadler Swimland for the pool on school grounds. Our students regularly access swimming programs as do several local schools who hire the facility.

Students in the senior school participate in a leadership program aimed at developing their leadership skills, as well as developing student voice and giving the community an opportunity to have a voice about different aspects of the school. In Year 4 we have the Better Buddies program with the Preps, Year 5 participate in the Community Service Program and a Leadership Summit and in Year 6 there are a variety of school leadership roles and the school leaders attend the GRIP Leadership program. Additionally, we have Student Voice Leaders in Years 3-6.

Westgrove PS is committed to improving student attendance rates and has sound strategies in place for tracking and the follow up of student absence. Class Dojo points are awarded to encourage positive learning behaviours, they are recorded and celebrated. School attendance is monitored each month with awards being given at Assembly. Westgroover Awards are presented weekly for those students showing our values in the playground. The school motto "Together We Grow" underpins the core aim of working together to build a purposeful learning community. This is supported heavily by three positive behaviour pillars: Be Safe, Be Respectful and Be a Learner, as well as our work with Berry St implementing their trauma informed education model and DET's Respectful Relationships program.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 we had our school review to reflect on what the school achieved between 2018 and 2022 and to set goals and targets for the next four years. In doing so, achievements such as our improvement in Reading and the implementation of Professional Learning Communities (PLCs) across the school were celebrated and our next areas of work were identified, which is the Mathematics and Writing spaces.

When reviewing our school Performance Data specifically within our Annual Report, as a school we can continue to celebrate the following:

- our Top 3 Band Year 3 & 5 NAPLAN and our 4-year average data in Reading continues to significantly surpass Similar Schools. Our results against that state in this area also reflect a similar story for the most part.
- our Top 3 Band Year 3 & 5 NAPLAN and our 4-year average data in Mathematics continues to sit above Similar Schools, however our results when compared to state averages are not as pleasing.
- we have maintained the percentage of students marked at or above the expected level in both English in Mathematics compared to our 2021 results, with our result being in line with Similar Schools but below the state average.

In 2022 Annual Implementation Plan (AIP) we had already adjusted our whole school improvement focus to Mathematics as our Reading data had shown that we were tracking quite well, prior to our school review. In doing so, we focused on:

- implementing Number Talks with fidelity and consistency across the school.
- having a consistent PLC focus on Mathematics across all bands across the school.
- improving teacher and student mathematical mindsets and perception.
- engaging with Mathematics consultants and experts to build staff capacity in developing open-ended Mathematics lessons.
- narrowing the whole school professional learning school to ensure frequent and consistent professional learning opportunities and reviewing of our practice in the Mathematics space.
- utilising the VCAA learning progressions and exploring various forms of assessment (e.g. Mathematics Online Interview data) to drive teacher development (understanding and pedagogy) in Mathematics.

When looking at our Mathematics NAPLAN, Teacher Judgement and PAT data we have yet to see the significant impact of the work above mainly due to the infancy of this improvement focus and the timing of when these forms of data are collected. However, we have seen an improvement in our teacher and student mathematical mindset survey data.

Wellbeing

In 2022 we had our school review to reflect on what the school achieved between 2018 and 2022 and to set goals and targets for the next four years. In doing so, our achievement such as our progress in implementing trauma informed practices through the Berry Street Education Model (BSEM), our inclusive practices and our partnerships with the community (parent and agencies) were celebrated and areas of priority within these areas were established.

When reviewing our school Performance Data specifically within our Annual Report, as a school we can continue to celebrate the following:

- our Attitudes to School Survey (AtoSS) data in the Sense of Connectedness domain is well above the Similar Schools and the state average.
- our AtoSS data in the Managing Bullying domain is above Similar Schools and the state average.

In 2022 our key focus was around attendance and re-employing all our pre COVID-19 wellbeing strategies as we supported students to reconnect and re-engage with one another and the community. To support this work, we:

- increased our staffing profile in the Wellbeing and Welfare space.
- introduced a Wellbeing Hub for students to engage and learn pro-social behaviours.
- worked specifically with our Year 6 students around areas of bullying, safety and help seeking behaviours as a result of our 2022 AtoSS data.

- reviewed and re-launched our school values. This led to the review of our School Wide Positive Behaviour Support (SWPBS) practices and school-wide matrix.
- engaged with external agencies, such as Early Help Pilot Project and Uniting Wyndham, to support our vulnerable families.
- prioritised the teaching of our Social and Emotional Learning (SEL) curriculum.
- streamlined our student management recording practices to support the accurately collection of data, which therefore enables more effectively pro-active preventive strategies being identified.

In addition to the above, we partook in professional learning around the Disability Inclusion model and engaged in the Side-By-Side Pilot program to support our vulnerable learners in Years 1-4 to effectively begin their implementation in 2023.

Engagement

In 2022 one of our Annual Implementation Plan goals was to improve student attendance. A major piece of this work involved reconnecting with families and supporting them as we returned to school post COVID-19 and reviewing all the school's systems in place regarding attendance.

Student attendance rates did decrease from the previous year in 2022, which can be directly attributed to the students returning to onsite learning and the Victorian COVID-19 restrictions that were in place at the beginning of 2022 as well as families engaging in extended family holidays. Once these state-wide restrictions had been eased in the latter part of 2022 the school, this positively impacted student attendance rates at school.

Throughout the first part of 2022 we focused on ensuring rigorous, clear and systematic communication methods were in place through Compass and Class Dojo to support families with the messaging and rules around COVID-19 isolation requirements. We ensured that students received learning tasks when they were isolating from school.

Due to the state-wide COVID-19 restrictions for the first part of 2022 our improvement efforts were initially centred on reducing the number of unexplained absences/ unapproved absences and establishing systems to support this. Our Wellbeing priority team worked collaboratively to develop, implement and monitor an unexplained absence tracking and communication system which has been implemented across the school. Consequently, even though there was a significant increase in student absences in 2022 the unapproved absence rate reduced from an average of 12.8 in 2021 to 7.4 in 2022.

In 2022 we did have several vulnerable students with significant attendance issues throughout the year, which were identified through routine attendance monitoring cycles. We worked with them and their families/ carers to identify and work through the barriers which were restricting their attendance and connect them with external agencies to further support them.

In addition, the implementation of our weekly Attendance Cup and the increase in parent/ carer communication about the link between school attendance and positive student outcomes also saw an increase in overall student attendance.

Financial performance

Westgrove Primary School maintained a sound financial position throughout 2022 and continued to spend funds on both human and physically resourcing student programs and maintaining and updating the physical environment.

In 2022, Westgrove Primary School received both Equity and Tutor Learning Initiative Funding. We invested a significant portion of its funds, which include the two aforementioned funding streams, on our staffing profile. This included:

- having each band (P-2, 3/4 and 5/6) of the school supported by an Instructional Leader (Leading Teacher) and PLC Leader (Learning Specialist) to build staff capacity in line with school targets and student needs and oversee the work of the learning tutor.
- providing teaching staff with additional non-face to face time to support them meeting the needs of our students.
- increasing the staffing profile in the Wellbeing and Welfare space to meet the needs of our diverse school community.

We also spent a significant portion of our funds on the following physical resources:

- purchasing book packs for every student across the school.

- improving the ICT equipment and infrastructure for student access as the school is working towards phasing out its BYOD program in Years 3-6.
- undertaking a number of maintenance projects around the school, including painting, asphalt works and new carpet in the Administration building.
- purchasing replacement furniture for several classrooms, the library and Reception area.

Additional funding considerations include that Westgrove Primary School:

- is in a Joint Use Agreement with Paul Sadler Swimland. At the end of 2022 the Swimland Holding Account (capital reserve for pool works) held \$178,470.
- was financially prepared to end the 2022 calendar year in a financial deficit in its credit funding due to reducing enrolments. However, the school ended the year in a financial surplus in its credit due to several staffing changes throughout the year the school.
- is setting aside funds for several significant building and maintenance works in the near future.

The School Council of Westgrove Primary School testifies that all funds received have been expended or committed to subsequent years to support the achievement of educational outcomes for students at the school.

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

<https://www.westgrps.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 636 students were enrolled at this school in 2022, 327 female and 309 male.

38 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).

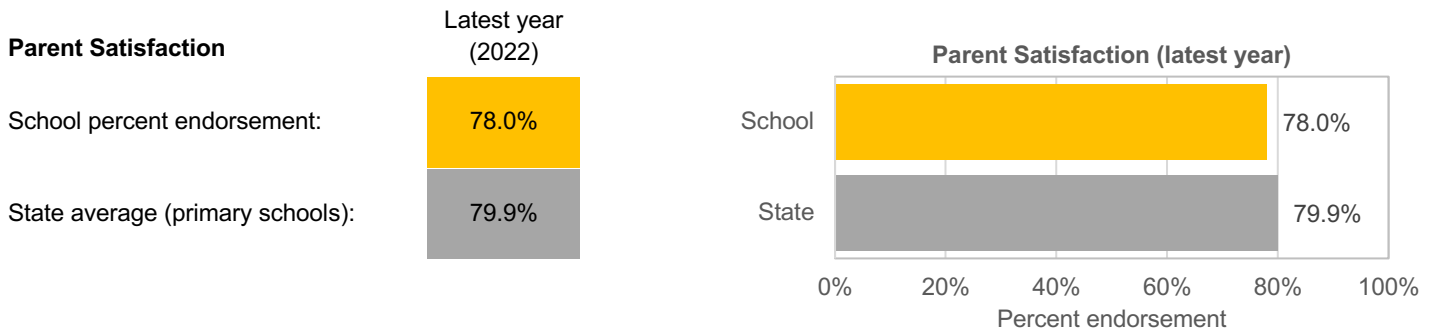
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

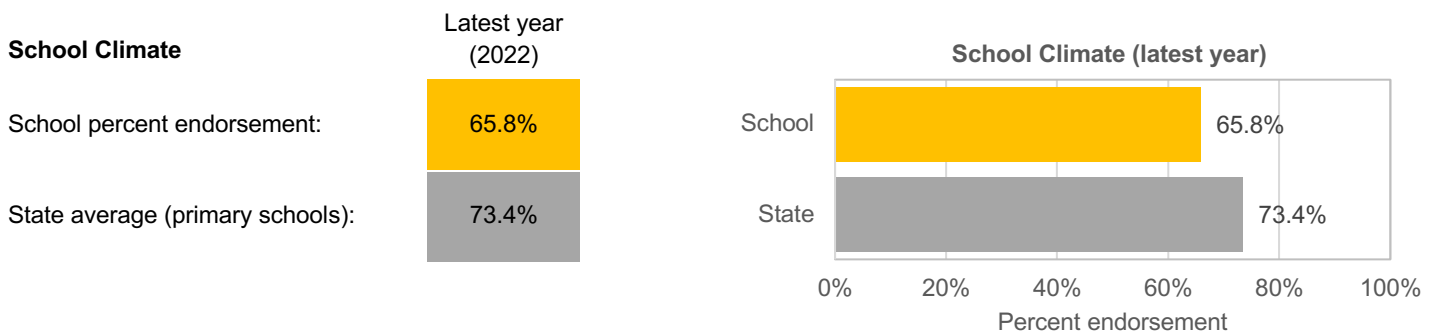


School Staff Survey

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:

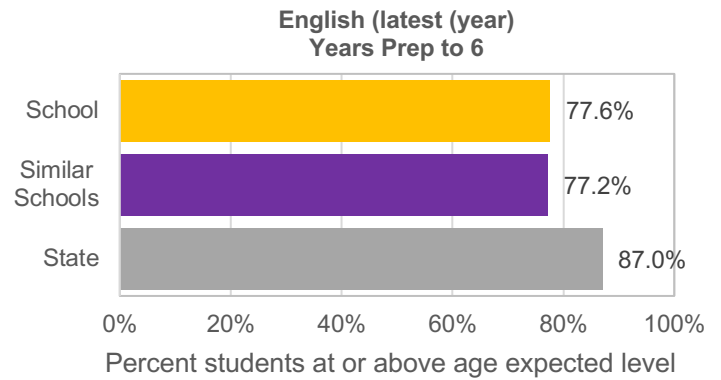
77.6%

Similar Schools average:

77.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

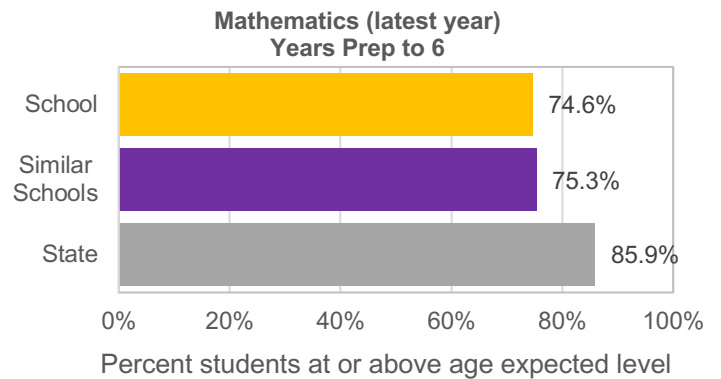
74.6%

Similar Schools average:

75.3%

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.

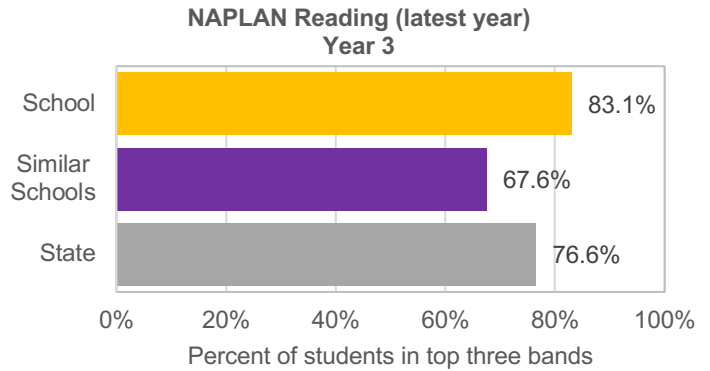
NAPLAN

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.

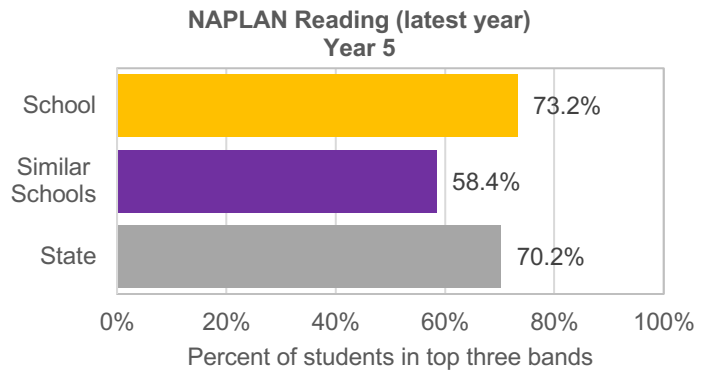
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.1%	81.5%
Similar Schools average:	67.6%	67.9%
State average:	76.6%	76.6%



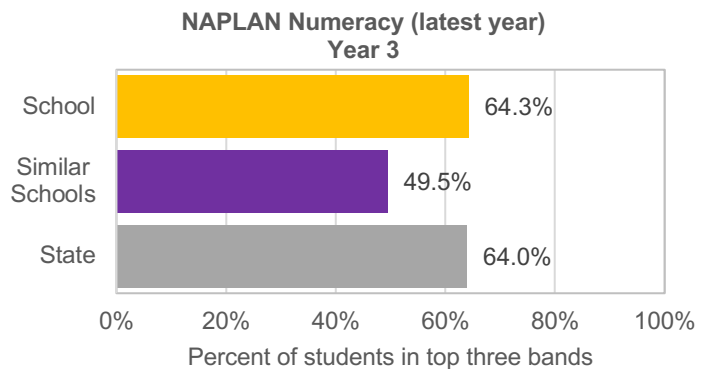
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.2%	64.2%
Similar Schools average:	58.4%	56.9%
State average:	70.2%	69.5%



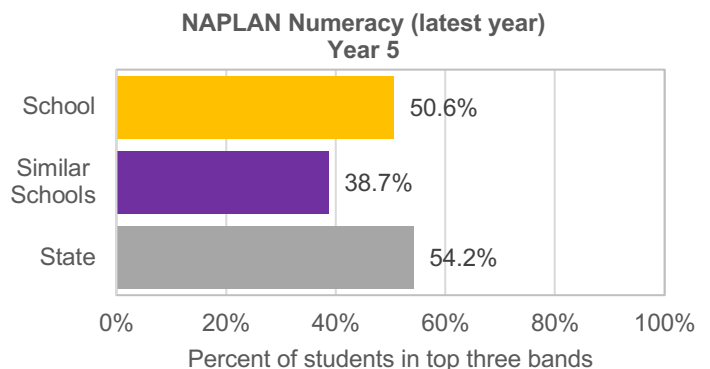
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.3%	65.6%
Similar Schools average:	49.5%	52.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.6%	50.9%
Similar Schools average:	38.7%	43.1%
State average:	54.2%	58.8%



WELLBEING

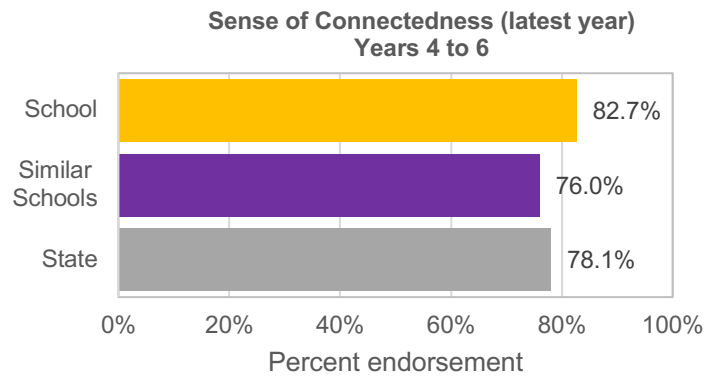
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	82.7%	83.5%
Similar Schools average:	76.0%	78.0%
State average:	78.1%	79.5%

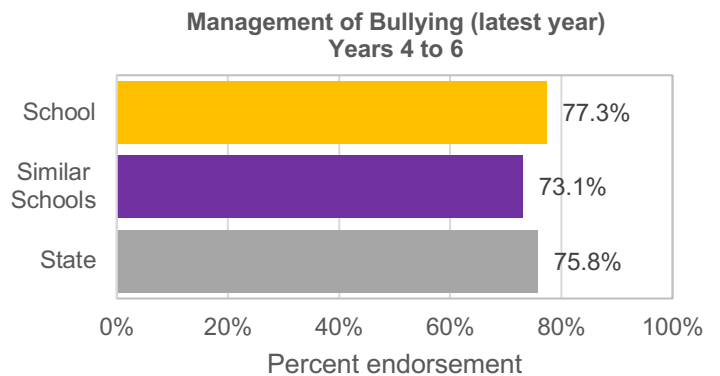


Student Attitudes to School – Management of Bullying

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:	77.3%	80.4%
Similar Schools average:	73.1%	76.3%
State average:	75.8%	78.3%



ENGAGEMENT

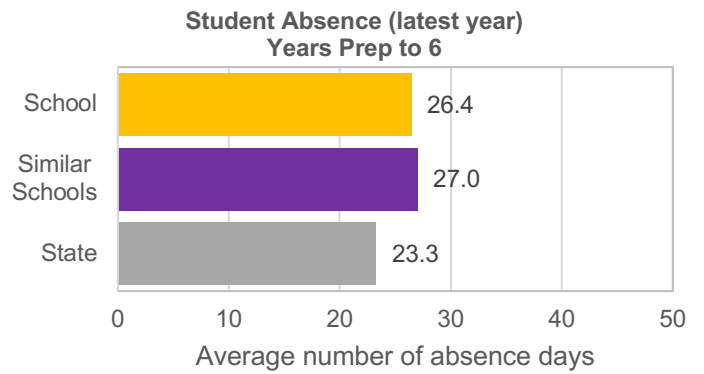
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	26.4	20.6
Similar Schools average:	27.0	20.6
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):	86%	85%	89%	87%	85%	86%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,744,779
Government Provided DET Grants	\$1,064,843
Government Grants Commonwealth	\$0
Government Grants State	\$9,391
Revenue Other	\$105,244
Locally Raised Funds	\$432,890
Capital Grants	\$0
Total Operating Revenue	\$8,357,146

Equity ¹	Actual
Equity (Social Disadvantage)	\$863,661
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$863,661

Expenditure	Actual
Student Resource Package ²	\$6,610,231
Adjustments	\$0
Books & Publications	\$22,219
Camps/Excursions/Activities	\$101,105
Communication Costs	\$3,711
Consumables	\$64,916
Miscellaneous Expense ³	\$40,911
Professional Development	\$19,034
Equipment/Maintenance/Hire	\$201,483
Property Services	\$89,322
Salaries & Allowances ⁴	\$127,279
Support Services	\$274,445
Trading & Fundraising	\$122,685
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$125,116
Total Operating Expenditure	\$7,802,456
Net Operating Surplus/-Deficit	\$554,691
Asset Acquisitions	\$29,474

- (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	\$1,307,064
Official Account	\$6,351
Other Accounts	\$178,470
Total Funds Available	\$1,491,885

Financial Commitments	Actual
Operating Reserve	\$185,387
Other Recurrent Expenditure	\$0
Provision Accounts	\$122
Funds Received in Advance	\$63,356
School Based Programs	\$10,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$200,000
Asset/Equipment Replacement < 12 months	\$140,000
Capital - Buildings/Grounds < 12 months	\$145,000
Maintenance - Buildings/Grounds < 12 months	\$290,327
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$446,806
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,480,998

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.