

2020 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 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 29 April 2021 at 10:59 AM by Tami-Jo Richter (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 29 April 2021 at 11:33 AM by Karlie Miles (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

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.

In 2020 we operated with 32 classes, comprising of four Foundation classes, five Year 1, Year 2, Year 3 and Year 4 classes, and eight Year 5/6 classes. Each year level has an allocated Leading Teacher as their Instructional Leader. Specialist programs included PE, Visual Art, Performing Arts, Intervention, Spanish and STEM.

In 2020, the number of students of an English as an Additional Language and Indigenous backgrounds continued to remain steady. The Student Family Occupation Index (SFO) is 0.6374 and the Student Family Occupation and Education Index (SFOE) is 0.5191. 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 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. We were disappointed that NAPLAN didn't occur as we had been tracking the growth of our Year 5 students and were pleased with the results and then the pandemic hit.

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 focused on stretching those students who were working above level as well as supporting those students who were working below. We had 1.8 teachers and a number of ES staff working to support Intervention across the school. The school has made a commitment to improving students' ability to read and engagement with writing across the school. We worked 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. 2020 saw Westgrove PS continue working with Carly Walker to improve school culture, resiliency and staff welfare.

We are in a joint use agreement with Paul Sadler 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. In 2020 our class captains program in Years 2-6 was impacted but the captains we did elect attend student forums to represent their class with ideas and opinions, particularly around issues arising from remote learning and transitioning back onsite.

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.

Westgrove Awards are presented weekly for those students showing our values in the playground and Principal Awards given regularly for those students who are working/behaving beyond expectation in some way. 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, DET's Respectful Relationships program and Team Teach which reinforced our understandings of how to work with managing difficult behavior.

Framework for Improving Student Outcomes (FISO)

Our work in 2020 revolved around building practice excellence, parents and carers as partners as well as empowering students and building school pride. The key improvement strategies relating to this included: building staff capacity in reading, developing strong PLC practices and processes and communicating with families. Narrowing the focus of the curriculum in order to improve practice and improve student outcomes was one of the strategies employed. There was a gradual improvement to the way curriculum was delivered though Webex throughout the lockdown with a combination of live class meetings, online resources, small group and individual meetings. Communication with families increased enormously through Class Dojo and Compass and was reiterative throughout the remote learning. Building staff capacity in reading and developing strong practices in PLC went hand in hand in 2020. We were part of the PLC Initiative with our learning specialists working with Susan Richardson (AP) and Tami-Jo Richter (Prin) to develop some processes to ensure that our PLCs were working in a way that encouraged improving staff capacity whilst focussing on problems of practice that were hindering improving student outcomes. The Learning Specialists really built a profile for themselves during this time. They worked together in the PLC Initiative and worked hard to put their learning into practice whilst developing some cohesiveness around PLC processes across the school and consistency of practice across the school with particular resources and teaching practices. Feedback from the staff has been very positive, indicating that the consistency being built across the school has further developed relationships and improved practice. There was a lot of assessment that was carried out on a 1 to 1 basis which gave teachers the opportunity to further develop their reading assessment practices. There was a combination of professional learning, discussion, inquiry and experimentation throughout the process which allowed teachers to progress at their own rate. Teacher collaboration was certainly paramount and evident during this time even though it wasn't so evident in our staff survey results. Our communication with parents was very successful during this time. We communicated through Class Dojo, Compass and Facebook. This multi-pronged approach meant that we were able to speak regularly with most families. The feedback from families during this time was very positive which can be seen by our Parent Opinion Survey results. Home visits and welfare visits were organised for those that we couldn't communicate with. The EAL teachers made regular calls through interpreters for those families who required it in order to keep them informed and many of the ES staff were in regular contact with some of our needier families.

Achievement

As English/Literacy was our PLC focus, we took a sharper, narrower focus during this time, teaching in a way that goes deeper into the content rather than broadly teaching a range of skills. We really feel that this benefitted our students who, when taught a range of skills often do not retain or transfer their knowledge well but we find that a longer, deeper focus on individual skills works better. We certainly saw evidence of this during remote learning and teachers were able to see better progression on small number of skills. Data was been monitored and tracked more regularly and the focus was on the essential learnings. Teachers started to see the curriculum as a menu rather than a checklist. They were a lot more responsive to student need. The one to one and small group sessions that they were able to have with their students helped facilitate this. Parental support for helping with reading also improved during this time. The online teaching of Number was more difficult as many students did not have concrete materials to work with and the lack of collaboration and sharing with others certainly disadvantaged these students. Whilst teachers were trying to share their thinking online; it proved difficult for our students to feel confident to ask questions or work with others in this forum.

Engagement

Engagement was key throughout 2020. We worked through a number of different ideas throughout the remote learning period to get the best scenario for our community and to build their confidence to participate. Participation in online

learning and communication from parents was generally high though there were a number of high need families that we couldn't engage even though we did home visits and supplied hard copy packs. We ran assemblies online and shared stories and books online as well. Programs such as RAZ kids, EPIC and Essential Assessment have helped support those programs and processes for the students. We held parent/ teacher interviews online in order to keep everyone connected and informed about student progress. We had merits posted online for various behaviours and achievements. A social event was hosted each Friday through a class meeting that was purely to keep students engaged and connected with one another. Learning occurred in different forums- whole class, small group and individual sessions to cater for a variety of needs. The ES staff worked with individual families to keep reading practice a focus and to support some parents with their children's learning. We also organised a whole school event with Consentino the illusionist to entertain, and bring the community together. Those students onsite joined in with all that was offered during remote learning but there was time also made available for them to socialise in groups at school as well.

Wellbeing

Wellbeing was the main focus for students and staff throughout 2020. For students, there were daily morning check-ins online as well as well-being phone calls weekly to families. Class Dojo and Teams were the platforms used by teachers and students to communicate and store work samples. Parents were communicating far more regularly during this period. For those families who couldn't or wouldn't participate online we delivered home learning packs and gave support via the phone. There were a number of families identified as needing to be onsite for welfare reasons and we worked with families to ensure this occurred. There was a wholistic approach to working with families: EAL, Specialist, Learning Support and the ES staff worked together to share their resources and expertise to support as many families as possible without overwhelming them. This too supported the classroom teachers. There were a lot of individual check ins for students and families who struggles throughout the lockdown period. We held Free Food Fridays to assist families who were struggling financially as well as delivering food packs to those who were unable to visit the school. The welfare of staff was also a priority. We sent gifts home regularly to show our gratitude; made regular phone calls and continued our meeting schedule in order to stay connected. We had welfare and mental health surveys weekly and collated the data so we had a good understanding of how the staff were travelling. The COVID aspect of the staff survey clearly identified the positive work we did during this time and how much it was appreciated by staff. Individual phone calls were made regularly to staff to check in as well as individual meetings set up with the PCO team to gather feedback about all aspects of the school and check in with their mental health. A lot of professional learning was advertised to staff so they could choose what suited them best at different points throughout remote learning. We continued our work with Carly Walker and focussed on staff resilience as well as attending PL with Respectful Relationships which focussed on staff wellbeing and resilience. We organised social drinks online as a way to keep staff connected, we had a roster for onsite learning which was staffed by volunteers and organised staff flu immunisations. Our communication was clear and timely throughout the year.

Financial performance and position

Westgrove PS maintained a sound financial position throughout 2020. The Strategic Plan and the 2020 Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and priorities.

2020 cash expenditure:

\$520,297 cash was paid back into salaries. Of this, \$401,660 was Equity funding. This supports our intervention programs and the extra session of APT to support teachers with peer observations.

These are some of our 2021 financial commitments:

\$4,460 funds received in advance - 2020 T2 swimming programs that were cancelled due to covid. Credit to 2021

\$71,214 funds for committees - \$32,309 and \$33,905 for Wyndham Principal's Network. \$5,000 (approx.) Helping Hands carry-over

\$330,000 Repayable to DET – Budget cash to credit for 2021 salaries (Equity cash funding)

\$77,412 Maintenance – Build/Grounds <12 months – Pool Capital Reserve carry-over

\$400,438 Capital Build/Grounds – Future Building extension budget. Building fund \$40,438

The School council of Westgrove PS 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
<http://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.

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 738 students were enrolled at this school in 2020, 372 female and 366 male.

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

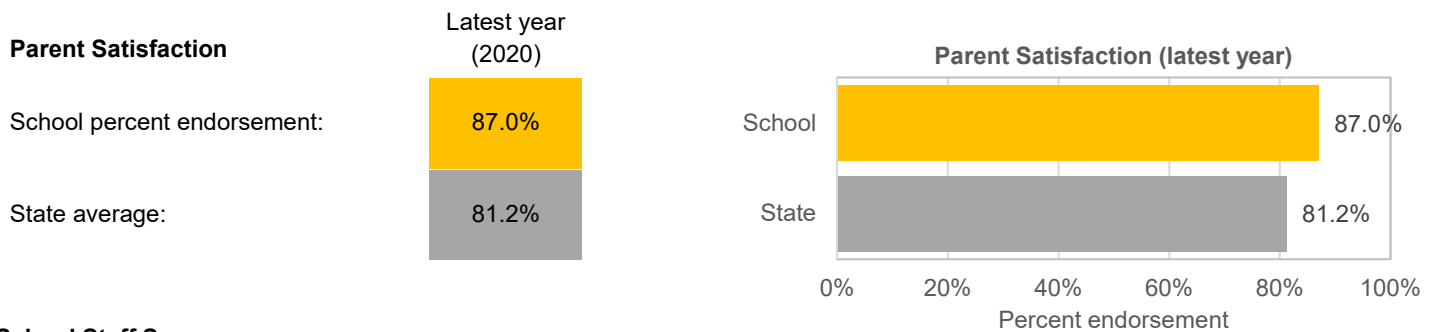
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

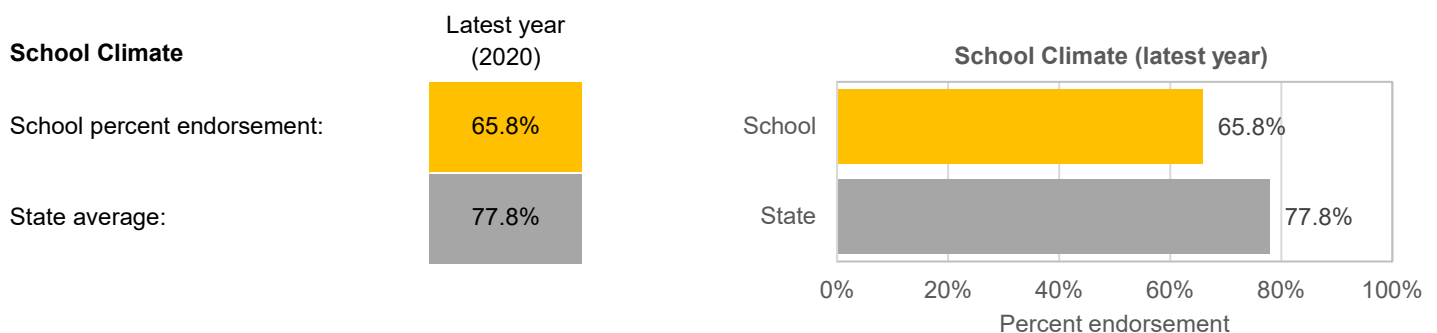


School Staff Survey

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:

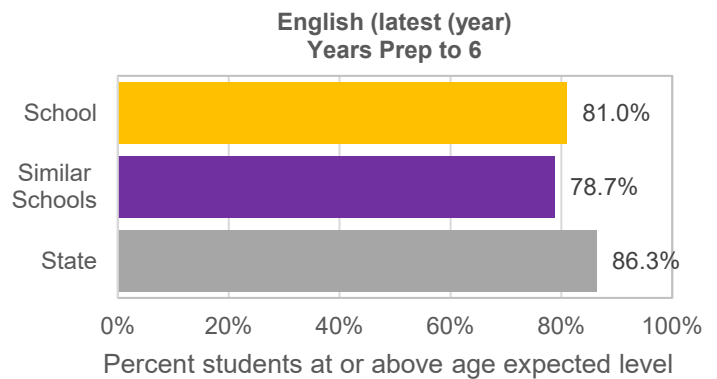
81.0%

Similar Schools average:

78.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

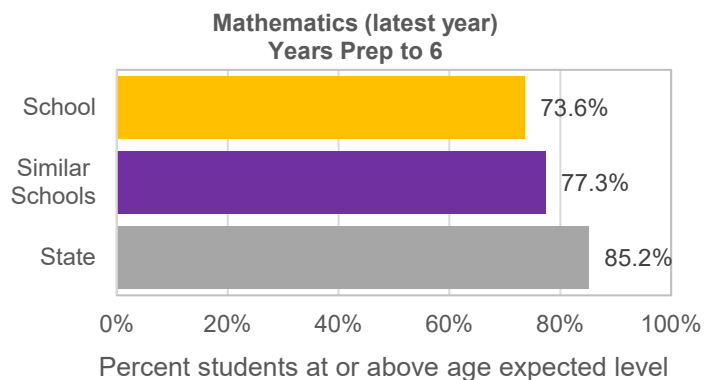
73.6%

Similar Schools average:

77.3%

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

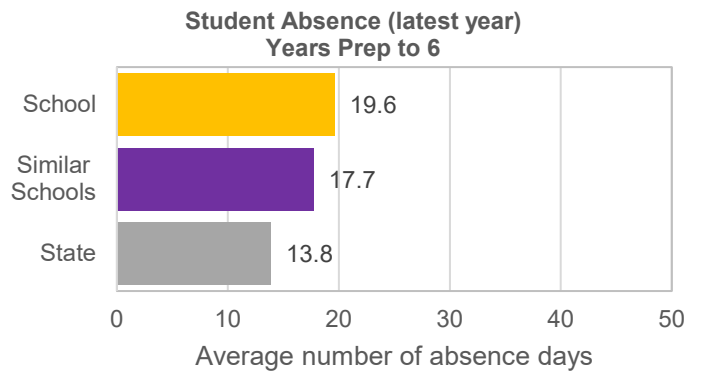
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.6	18.9
Similar Schools average:	17.7	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):	91%	88%	86%	91%	93%	90%	91%

WELLBEING

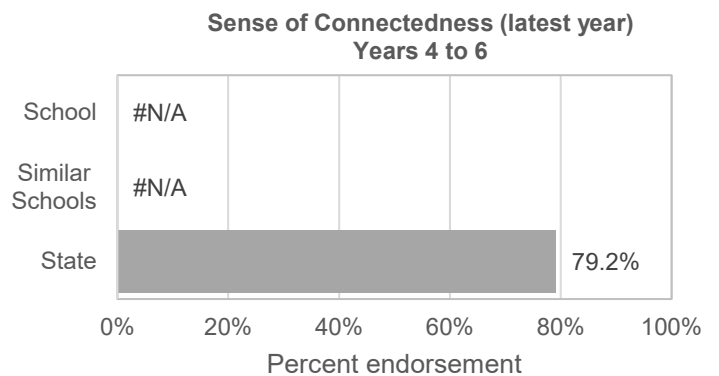
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	79.4%
Similar Schools average:	NDP	80.8%
State average:	79.2%	81.0%



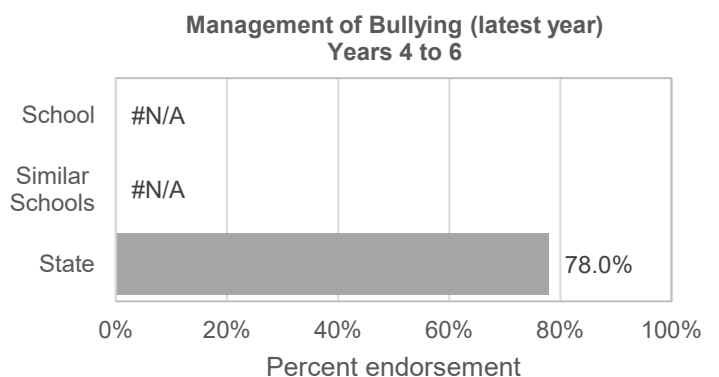
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	77.0%
Similar Schools average:	NDP	79.6%
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	\$7,363,136
Government Provided DET Grants	\$583,288
Government Grants Commonwealth	NDA
Government Grants State	\$1,950
Revenue Other	\$81,600
Locally Raised Funds	\$308,203
Capital Grants	NDA
Total Operating Revenue	\$8,338,178

Equity ¹	Actual
Equity (Social Disadvantage)	\$800,219
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$800,219

Expenditure	Actual
Student Resource Package ²	\$7,252,684
Adjustments	NDA
Books & Publications	\$7,837
Camps/Excursions/Activities	\$33,918
Communication Costs	\$6,372
Consumables	\$61,374
Miscellaneous Expense ³	\$65,512
Professional Development	\$26,981
Equipment/Maintenance/Hire	\$182,554
Property Services	\$115,911
Salaries & Allowances ⁴	\$40,051
Support Services	\$216,500
Trading & Fundraising	\$102,015
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$105,159
Total Operating Expenditure	\$8,216,868
Net Operating Surplus/-Deficit	\$121,309
Asset Acquisitions	NDA

- (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	\$852,169
Official Account	\$55,606
Other Accounts	\$117,852
Total Funds Available	\$1,025,627

Financial Commitments	Actual
Operating Reserve	\$142,708
Other Recurrent Expenditure	NDA
Provision Accounts	\$122
Funds Received in Advance	\$4,460
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$71,214
Repayable to the Department	\$330,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$77,412
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$400,438
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,026,353

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.