

**2013 Annual Report to
the School Community**

Westgarth Primary School

School Number: 4177



Name of School Principal:

Grace Conway

Name of School Council President:

Ully Merkel

Date of Endorsement:

26th March 2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Westgarth Primary School (WPS) is nestled in the inner city suburb of Northcote. The school occupies two sites; the junior campus, prep to year 2 is located on Brooke Street and the senior campus, years 3-6 on Clarke Street. In 2013 enrolments grew to 591 students and in 2014 will peak at approximately 620 students. In 2013 the staff size increased to a total of 42 equivalent full time staff members, 36 teachers, including Principal and 2 Assistant Principals, and 12 School Support Staff which also includes a qualified nurse.

Students engage in a child centred, inquiry based curriculum, focusing on the natural curiosity of children to develop higher order thinking skills. We are proud of our specialist programs which include Music, LOTE (Greek), Art, P.E./Sport, and the Kitchen-Garden Program (Stephanie Alexander Kitchen Garden Program). The kitchen garden program complements our classroom discovery topics that nurture respect and care for the environment. WPS engages students by providing a comprehensive curriculum. All students are actively involved in the arts and wider curricula. Extra curricula after school music programs and special activity days provide additional motivation for children to be their best. Improved student achievement in literacy & numeracy remains the school's core focus. Students are inspired through the use of Information Communication Technology as a tool to support learning. There is a high level of parent participation and school community support. WPS has a mid range proportion of students with English as an additional language. Our school encourages a love of lifelong learning. Personal responsibility and care of self and others is supported by the You Can Do It Program, while student leadership is developed through the Junior School Council and elections of School Captains and House Captains.

Having been successful in a submission for a new early learning facility/kindergarten in 2012, a new building project was initiated in 2013 and almost completed at the time of writing this report. The community is excited about the new facility which has been long awaited and will provide a bright, child centred learning space for 3 and 4 year old pre-school children.

Our mission is to promote: the pursuit of life-long learning; environmental sustainability; positive social, emotional and physical wellbeing; the values of confidence, independence, personal responsibility and persistence; high level communication and thinking skills. Students are encouraged to be their best and show respect for themselves and others by proudly adopting the school motto: Be Safe, Be Fair, Be Friendly

Achievement

Engagement

Wellbeing

<p>On overall student learning measures WPS students are performing well above the state median and at a similar level to other schools after accounting for background characteristics known to make a difference to student results.</p> <p>The school comparison measures for NAPLAN show that students have continued to excel in Year 3 Reading and Numeracy and have achieved positive results similar to like schools. Students in Year 5 Reading have scored similarly to like schools in 2013. In Year 5 Numeracy, students have achieved positive results similar to other schools.</p> <p>In 2013 the teaching and learning program focused on improving student literacy and numeracy skills. We enhanced teachers' knowledge and pedagogy in effective literacy teaching through the introduction of the High Reliability Literacy Teaching Procedures. Professional development was also conducted in numeracy teaching particularly around the area of Place value, to foster high quality outcomes for all students.</p> <p>Teachers received professional development in some theories of action in 2013. These are core teaching protocols that improve student learning and performance. Teachers currently use the theories of action related to learning intentions, questioning and feedback. This will be further developed and extended in 2014.</p> <p>An ICT Leading teacher was employed in 2013 who coached teachers in the integration of ICT in the classroom, fostering teacher capabilities to support students in the use of ICT in their learning.</p> <p>We continue to implement a whole school approach to assessment, including collective accountability for and monitoring of progress of individual students, cohorts of students and the school as a whole. This has been undertaken within our professional learning teams. We have further enhanced the excellent work teachers have commenced, analysing student assessment data in order to better inform practice and cater for students' individual learning needs.</p>	<p>Student attendance results on school comparison measures improved in 2013 from a low level to a similar level for all schools. Student non-attendance is mostly due to illness and by families taking extended holidays. In 2013 we continued regular monitoring of student attendance and informed parents of the importance of regular school attendance. We will implement further strategies to monitor student absences in 2014 in line with DEECD Policy.</p> <p>Students at various year levels participate in a wide range of specialist subject areas and varied extra curricula activities. These include an Annual Art Show, a triennial Musical, after school music and sports programs, lunch time extra curricula activities (including recorder, choir and band), and the provision of a vibrant before and after school care program.</p> <p>The kitchen garden program in years 3-6 provides students with life long skills which foster confidence, encourage independence and positive well being. Students are provided with the opportunity to learn about environmental awareness, healthy living, earth sciences and conservation. This program offers all students an alternative educational context in which they can be their best.</p> <p>Student responses to the Attitudes to School Survey in 2013 are at a similar level on the school comparison measures, and have slightly improved. In 2013 opportunities were provided for greater student voice, involvement and participation in decision making. This included a leadership day for the 2014 Year 6 students.</p> <p>In 2013 we continued to build teacher capacity in using the flexible/open learning spaces to provide a student centred, stimulating and inspiring learning environment that will engage students, develop curiosity and promote inquiry across the curriculum. This was extended through the move of the school library in 2013 an open learning space.</p>	<p>WPS promotes its school motto at all times, whether in the classroom, outside or any area of the school: Be safe, be fair, be friendly. We encourage all members of the school community to adopt this motto as part of the Westgarth Primary School culture.</p> <p>In 2013 the school values were reviewed by staff, students and parents. These values include confidence, organisation, persistence, getting along and respect, which in turn will help develop resilience in our students.</p> <p>WPS operates several transition programs including kindergarten to prep and year 6 to year 7 (working closely with the two main feeder post primary settings, Thornbury High School and Northcote High School). A vertical transition program operates at each year level to ensure that students seamlessly flow from the junior to senior campus when they commence Year 3, as well as from year to year.</p> <p>The kindergarten-prep transition is a comprehensive program that involves working with parents and preschools to develop early partnerships and three way communication.</p> <p>A Prep to Year 6 Buddy Program operates with every student from the junior campus being partnered with a buddy from the senior campus. The Buddy Program extends to the Westgarth Kindergarten with year 5/6 students buddying with a preschool child.</p> <p>Parent information sessions are held at different times of the year to support the pathways for students transitioning from kinder to prep and year 6 to year 7.</p> <p>To further support wellbeing, parent volunteers were trained in the classroom helpers program at the start of 2013. Parent involvement is encouraged at all levels of the school, particularly in the reading sessions and in the Kitchen Garden.</p>
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Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 591 students were enrolled at this school in 2013, 293 female and 298 male.

<p>Overall socio-economic profile</p> <p>Based on the school's Student Family Occupation index which takes into account parents' occupations.</p>	
<p>Proportion of students with English as a second language.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	

Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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 schools: ■
Result for this school: ● Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>31%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>55%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>54%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>47%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>54%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	31%	42%	Numeracy	30%	55%	15%	Writing	20%	54%	25%	Spelling	28%	47%	25%	Grammar and Punctuation	22%	54%	24%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 790 1042 891"> <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>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	94 %	93 %	93 %	94 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	94 %	93 %	93 %	94 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

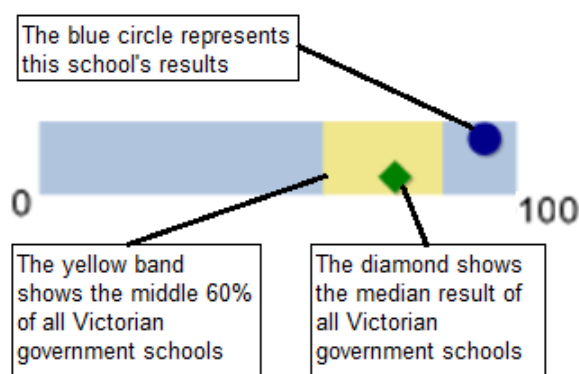
What are student outcomes?

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 colleges, 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.



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 Indigenous 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.

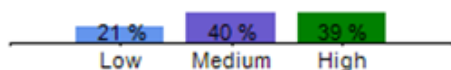
What is this school doing to improve?

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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$515,143
Government Grants Commonwealth	\$38,198
Revenue Other	\$31,268
Locally Raised Funds	\$615,948
Total Operating Revenue	\$1,200,557

Expenditure	
Books & Publications	\$20,054
Communication Costs	\$9,524
Consumables	\$101,090
Miscellaneous Expense	\$82,266
Professional Development	\$16,313
Property Maintenance	\$382,280
Salaries & Allowances	\$263,689
Trading & Fundraising	\$101,420
Travel & Subsistence	\$6,320
Utilities	\$31,809
Adjustments	\$4
Total Operating Expenditure	\$1,014,770

Net Operating Surplus/-Deficit **\$185,787**

Asset Acquisitions **\$115,571**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

There is a surplus of \$185,000 which includes the final Kindergarten Building payment, funds set aside for the removal of the asbestos in the old kindergarten building, demolition of the old kindergarten and the previously approved upgrade to the staff room, administration and staff ablution facilities.

Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$144,461
Official Account	\$56,702
Other Accounts	\$224,662
Total Funds Available	\$425,825

Financial Commitments	
Operating Reserve	\$160,283
Capital - Buildings/Grounds incl SMS<12 months	\$216,982
Revenue Received in Advance	\$22,560
Maintenance - Buildings/Grounds incl SMS<12 months	\$26,000
Total Financial Commitments	\$425,825



Department of Education and
Early Childhood Development

Westgarth Primary School