

**2014 Annual Report to
the School Community**

Westgarth Primary School

School Number: 4177



Name of School Acting Principal:

Graham Stevenson

Name of School Council President:

Ully Merkel

Date of Endorsement:

25th March, 2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Westgarth Primary School is located in the inner city suburb of Northcote.

Currently, there are 599 students enrolled. The school enrolment has increased significantly in the past four years and now has an enrolment ceiling. Demographic trends suggest that enrolments may have peaked.

Last year, 617 students were grouped in 27 classes. The last couple of years has seen the school organised as straight grades from prep to year 6. In previous years there have been composite classes, apart from prep and year 6 which continued to be grouped as straight grades.

There are 42 equivalent full time staff including, a Principal, two Assistant Principals, 27 classroom teachers, seven educational support staff and a part-time nurse, funded through a school charge to parents. There are three leading teachers and a range of teachers in middle-level leadership roles. There are some teachers employed on 12 month contracts, a number of staff on family leave or leave without pay and increasing numbers of staff working part-time and returning to the work force.

The school has two sites. The Brooke Street junior site houses prep to year 2, computer lab, administration and staff facilities. The larger site, Clarke Street, houses years 3 to 6, specialist facilities (gym, music, art, kitchen garden), and a kindergarten (run separately from the school, but on school-owned land). Both sites have buildings in good condition and grounds which are maintained well. The buildings vary from older 1970s open-plan learning spaces to recently constructed learning studio spaces. Whilst there are relocatable buildings on both sites these are integrated and well resourced providing functional spaces.

Westgarth Primary operates its own Before and After Care facility licensed for 150 students.

In addition to a focus on literacy, numeracy and social development, the curriculum features inquiry based learning, a sustainability focus, specialist classes in Music, Language, Art, PE/Sport, and a Stephanie Alexander Kitchen Garden Program. In 2015 the school is introducing a new language program delivered in Spanish and integrated with the art and science program, with an increased time allocation. There is a school production every three years and annual camps at years 4 and 6.

Westgarth Primary School has a vibrant parent community, who strengthen the school through fundraising initiatives, including the annual fete, social events, classroom helpers, and through membership on School Council's subcommittees and working parties. There is a highly supportive and engaged School Council with a focus on good governance.

2015 is the first year of the new four year Strategic Plan.

Achievement

In 2014, across all learning measures WPS students reported performances above the state median. The school comparison measures for NAPLAN show significantly high student performance in Reading and Viewing for both years 3 and 5, and year 3 Numeracy.

The high student achievement results indicate improved teaching programs that are successfully extending the students who are performing at least one year above expected level in both years 3 and 5 cohorts, across Literacy and Numeracy. These results also indicate WPS students are developing greater understandings of their own learning needs.

The high results can be attributed to various programs implemented at WGPS in 2014. The whole staff received professional development incrementally to incorporate John Munro's 'High Reliability Literacy Teaching Procedures' into their Literacy programs. Additionally, 'Learning Intentions' were revisited and implemented as uniform teaching practice. Both of these strategies encouraged teachers and students to apply greater focus on the acquisition on specific skills within all domains of learning.

The teaching and learning team developed their literacy programs assisted by the Fountas and Pinnell, 'The Continuum of Literacy Learning, PreK-8'. This program built on teacher capacity to identify learning needs in Literacy and develop learning programs guided by improved teacher understanding of students learning needs.

Throughout 2014 the teaching and learning teams have received professional development about developing Numeracy assessments that reveal specific student learning needs along a developmental continuum. This has enabled the professional learning teams to develop improved learning programs guided by assessment data in all areas of Number and Algebra.

Student high achievement rates in Numeracy can be attributed to improved teacher capacity to identify students learning needs, and plan learning sequences guided by pre-assessment data.

Engagement

Each year since 2011 the yearly absences average has improved across P-6. The absence types reports a sustained trend in 'Extended Family Holidays' reporting the second highest absence type behind 'Medical' reasons remaining the highest absence type in 2014. Regular monitoring of students has continued in 2014 with parents continuing to receive information on the importance of school attendance.

High levels of school attendance can be attributed to the wide range of subject areas and extra curricula activities offered at WPS. These include an Annual Art Show, a triennial Musical, after school music and sports programs, lunch time extra curricula activities (including chess club, recorder, choir and band) and the provision of a dynamic Before and After School Program located in the calm environment of the Kitchen Garden Farmhouse.

The Kitchen Garden program in years 3-6 provides students with life-long skills which foster confidence, encourage independence and positive wellbeing. 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. Grade 5 students were involved in the 'Museum of Me' program which developed links with the local aged care residents and developed the students sense of community and social responsibility.

The Attitudes to School Survey reports above average results in most items surveyed for Grade 5 students, and similar to state mean results in year 6 in all items, except 'Connectedness to Peers' reporting above average results.

The results, whilst very positive, reflect the priority of maximising student ownership of learning and student voice through various changes in 2014. The students enjoyed greater voice and choice in learning, goal setting and providing feedback on their learning. Teachers continued to develop their capacity to use flexible/open learning spaces to provide student centered, stimulating and inspiring learning environments.

In 2014 the WPS students delivered Student Lead Conferences. These facilitated student ownership of their learning and celebrated achievement of their learning goals across all domains of AusVELS.

Wellbeing

WPS continues to promote the school motto of 'Be Safe, Be Fair, Be Friendly'. All school community members are encouraged to adopt this motto as part of the Westgarth Primary School culture.

In 2014 the staff participated alongside School Council members in a process that reviewed and redesigned our school values. Our new values of *Respect*, *Integrity*, *Being Your Best*, and *Working Together* were developed to uphold the mission statement of "Fostering a community that empowers students to be their best".

During 2014 the WPS Leadership Team have received professional development and have developed initial implementation of the 'KIDSMATTER' framework. KIDSMATTER intends to prioritise students' mental health and wellbeing by strengthening partnerships between the education and health sectors, and providing teachers with guidelines that will aid in their ability to support the various mental health needs of the WPS students. This will be implemented over the next 3 years.

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 and Northcote High School). A vertical transition program operates at each year level to ensure that students seamlessly flow from the junior to the senior site when they commence year 3, as well as from year to year. In 2014 this included a number of days where grade 2 students spent play times on the senior site, and participated in the Kitchen Garden program. Senior buddies provided support to the grade 2 students when they visited the Clarke Street site.

The Prep staff continued to develop their links with local pre-schools and kindergartens. The transition program is comprehensive and successful in developing early partnerships with parents and education professionals to foster positive three way communication. The successful buddy program continued in 2014 with senior students providing support and mentoring students from the junior site. The buddy program enables the younger students to be provided with helpful advice and emotional support and encourages responsibility in the senior students.

The parent helper program continues to support the wellbeing of students in classrooms P-6. Parent involvement is encouraged at all levels of the school, particularly in the reading sessions and the kitchen garden program.

Productivity

WPS aims to provide resources that are most effective in supporting the students' achievement, engagement and wellbeing. Various changes were incorporated in 2014 in order to develop the most effective resources including time allowance for planning, changes to professional development, clear role definition, reviewing curriculum leadership, and investigating the most suitable forms of communication for all stakeholders.

Student learning measures indicate high student performance across Literacy and Numeracy. Teaching staff continued to develop robust assessment and data collection methods in order to challenge students at their individual point of learning need. Professional Learning Teams have employed the use of Rubrics, making expectations visible to students about what exceptional learning looks like.

Changes to timetabling at the end of 2014 has led to reorganisation of Professional Learning Teams. Additional planning time is now dedicated to the analysis of student data and planning that caters to individual students learning needs. Small year level teams enable more specific attention to education needs that pertain to each year level.

Professional development of teachers includes changes that align teachers' professional learning needs with the goals of the school. This has encouraged staff to seek to collectively build on their capacity to implement a cohesive and consistent school wide approach to Literacy and Numeracy and to develop an engaging and challenging learning environment that maximises student ownership of learning.

The ICT committee implemented the use of the Tiqbiz program to develop a range of efficient communication strategies for daily/weekly Professional Learning Teams and whole school communication with the intention of rolling this out to the parent community in 2015.

In 2014 the school completed a review of the Languages Other Than English Program. The diligent efforts of the working party on language ensured that the review was wide reaching gathering feedback and participation from all stakeholders in the community. The results of this process have seen the implementation of a Spanish Languages Program in 2015. Spanish is taught through Visual Arts, as well as a specialist Science program using the Content Language Integration Learning (CLIL) model of language learning.

For more detailed information regarding our school please visit our website at
www.wgps.vic.edu.au

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 617 students were enrolled at this school in 2014, 289 female and 328 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>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on school climate derived from the annual <i>School Staff survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	

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> Similar</p> <p> Similar</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> Higher</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> Higher</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 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>14%</td> <td>56%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>54%</td> <td>34%</td> </tr> <tr> <td>Writing</td> <td>7%</td> <td>36%</td> <td>56%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>42%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>42%</td> <td>45%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	56%	30%	Numeracy	13%	54%	34%	Writing	7%	36%	56%	Spelling	20%	42%	38%	Grammar and Punctuation	13%	42%	45%	<p>NAPLAN Learning Gain 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 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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <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>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	94 %	94 %	93 %	92 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	94 %	94 %	94 %	93 %	92 %										

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>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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

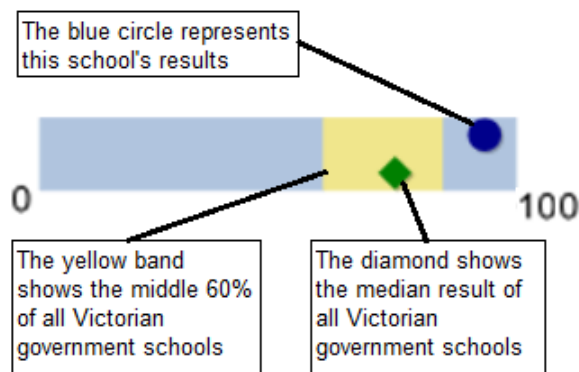
What are student outcomes?

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 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.

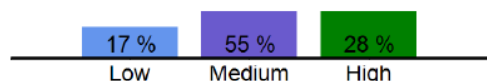
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. 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.

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'.

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



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 - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$3,811,934
Government Provided DE&T Grants	\$311,519
Government Grants Commonwealth	\$110,385
Government Grants State	\$500
Revenue Other	\$26,334
Locally Raised Funds	\$685,554
Total Operating Revenue	\$4,946,225

Funds Available	Actual
High Yield Investment Account	\$119,995
Official Account	\$30,055
Other Accounts	\$245,243
Total Funds Available	\$395,293

Expenditure	
Student Resource Package	\$3,690,627
Books & Publications	\$24,324
Communication Costs	\$9,294
Consumables	\$115,639
Miscellaneous Expense	\$117,854
Professional Development	\$13,678
Property and Equipment Services	\$333,709
Salaries & Allowances	\$299,181
Trading & Fundraising	\$66,335
Travel & Subsistence	\$5,568
Utilities	\$40,489

Financial Commitments	
Operating Reserve	\$158,628
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$194,916
Maintenance - Buildings/Grounds incl SMS<12 months	\$21,749
Maintenance -Buildings/Grounds incl SMS>12 months	\$10,000
Total Financial Commitments	\$395,293

Total Operating Expenditure **\$4,716,699**

Net Operating Surplus/-Deficit **\$229,527**

Asset Acquisitions **\$131,876**

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.

Financial performance and position commentary

There is a surplus of \$229,527 which includes the final payments for the Brooke St Upgrade. Each year fundraising is carried over to the following year for distribution in the budget.



Department of
Education & Training

Westgarth Primary School