

2016 Annual Report to the School Community



School Name: Westgarth Primary School

School Number: 4177



Name of School Principal:	Jo Wheeler
Name of School Council President:	Ian MacLean
Date of Endorsement:	29 March, 2017

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

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



Education and Training

About Our School

School Context

Westgarth Primary School is located in the inner city suburb of Northcote. In 2016, 599 students were enrolled and grouped in 27 classes organised as straight grades from prep to year 6 – with one composite grade at year 3 / 4. There were 44.1 equivalent full time staff including, a Principal, two Assistant Principals, 31 classroom teachers, 11 educational support staff and a part-time first-aid officer. There were two leading teachers and a range of teachers in middle-level leadership roles.

The school is on 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). The buildings vary from older 1970s open-plan learning spaces to recently constructed learning studio spaces. While there are relocatable buildings on both sites, these are integrated and well-resourced providing functional learning spaces. Westgarth Primary operates its own Out-of-School-Hours-Care facility with space for 150 students.

The overarching school goals from our four-year strategic plan are:

- Developing a learning culture that fosters high literacy and numeracy achievements for all students
- Creating a learning environment where all students are curious, creative, globally aware and contributing citizens
- Developing resilient students who feel safe, supported and valued and contribute to a positive learning environment
- Using multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.

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. The languages program is delivered in Spanish and is integrated with visual and performing arts and science programs. This year we held our biennial art show; and there were annual school camps at years 4 and 6.

Westgarth Primary School has a vibrant parent community, who contribute to the educational outcomes of our students through the organisation of, and participation in, various programs and events. They also strengthen the school community through fundraising initiatives including the annual fete, social events and through their valued membership on School Council's subcommittees and working parties. Parents and Friends Club and a Super Science Club both run by the parent body to increase engagement, connectedness and lift the profile of science within the school community. In 2016, the school offered extra-curricular extension and enrichment programs for students in years 4 – 6 titled 'Reaching for the stars' in the areas of coding, robotics, sewing, poetry, Maths Olympiad and Tournament of Minds.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning:

The school has structures in place that allow for seeking/receiving of feedback from peers (e.g., collegial visits, coaching/mentoring). Data and observations are used to review and plan professional learning. Teachers regularly update their knowledge of curriculum content (e.g., unpacking the Victorian Curriculum) and how to teach it effectively (e.g., *Teaching mathematics* PD series). In 2017, we aim to formalise collegial visit structures/process focusing on 'sharing what works' and provide coaching training to staff. A review of the SAKG program will also take place. Teaching teams will continue to learn together via research-based PD that focusses on selecting strategies that address different ways students think and learn.

Positive climate for learning:

The school continues to recognise and celebrate diversity through its teaching and learning programs and celebrations throughout the year. Teachers understand the impact of teacher-student relationships on engagement and wellbeing, and have regular, positive conversations. Teachers encourage students to set high expectations for their own learning, have regular conversations about their progress, and celebrate their achievements with them. In 2017, the school's *Student engagement and inclusion* policy will be implemented with teachers feeling well equipped to respond to disruptive behaviour and know how to deal with critical incidents. Student voice will continue to grow in prominence.



Achievement

In 2016, across all learning measures, Westgarth PS students reported performances at or above the middle 60% of Victorian Government Primary Schools. Student performance is consistent with results that were anticipated given the background characteristics of our students. For English, the teacher judgments and NAPLAN data show that the results for our school are higher than predicted based on our student population, particularly at year 5. For Mathematics, teacher judgments show that the results for our school are higher than predicted based on our student population background and characteristics, however NAPLAN at year 3 is lower than expected and marginally lower at year 5.

The 'Learning level' gain of students from year 3 to 5 is outstanding with results showing high gains of at least 24%: Reading (41%), Writing (42%), Spelling (30%), Grammar and Punctuation (36%) and Numeracy (24%). Numeracy will continue to be a focus of the 2017 Annual Implementation Plan.

In 2016, teacher professional development focused on developing high expectations, building teacher capacity and consistency of practice. The teachers planned using the new Victorian Curriculum for all learning areas and capabilities. Staff developed conceptual scope and sequence documents for the inquiry program including science, humanities, health, technologies and the arts curriculum areas. Staff unpacked the achievement standards and documented these as 'plain language' statements for all learning areas and capabilities. This work lays the foundation for a new reporting format for 2017.

Curriculum Framework implemented in 2016

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

Engagement

In 2016, a comprehensive action research-based professional learning package was developed for implementation in 2017 for the Curiosity and Powerful Learning initiative. A focus on the following Theories of Action for teachers will include: Harness learning intentions, narrative and pace, Setting challenging learning tasks, Frame higher order questions and Connect data to feedback.

In collaboration with Scienceworks, year 6 students presented at the Intelligent Transport Systems World Congress using their skills of problem solving, design and coding – providing a real-world context for their learning.

In 2014, the school values were revised by staff and school council on a curriculum day. As the values have not been visible around the school, it was found that many students were uncertain about what the values were or what they meant. In 2016, a leading teacher worked with students to unpack what the values meant when they are enacted. This work will be made into values posters for reference around the school.

The results of the 2015 Education sub-committee survey about the student leadership and student voice led to the broadening of the student leadership model within the school in 2016 – with this continuing in 2017.

Student absence continues to be an issue which needs to be monitored. In 2016, we had 19% of students who were away for 20 or more days. This result is significantly higher than we would like and is an area for continued improvement. In the 2017 the new student report format will highlight days absent and late arrival and the impact these have on student learning.

Wellbeing

Embedding the KidsMatter Framework as a school-wide approach to enhancing student wellbeing and mental health continued to be a focus in 2016. Student attitude to school data for 'connectedness to the school' and 'student perceptions of safety' for this school are higher than predicted based on our student population background and characteristics. This indicates that the work the school is doing in this area is having results. In 2017, the school will continue to support the implementation of social and emotional learning programs (e.g., implementation of the new *Resilience, Rights & Respectful relationships* program).

The school has an engagement strategy that includes individualised learning plans, extension and enrichment programs. An increasing number of targeted prevention programs for students identified as 'at risk of disengagement' are in place. The school will focus on improving its communication of programs and strategies with parents and carers in 2017.

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 contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 608 students were enrolled at this school in 2016, 283 female and 325 male. There were 3% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</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 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>45%</td> <td>41%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>54%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>49%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>50%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	45%	41%	Numeracy	22%	54%	24%	Writing	17%	42%	42%	Spelling	21%	49%	30%	Grammar and Punctuation	14%	50%	36%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	13%	45%	41%																							
Numeracy	22%	54%	24%																							
Writing	17%	42%	42%																							
Spelling	21%	49%	30%																							
Grammar and Punctuation	14%	50%	36%																							



Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>92 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	92 %	94 %	93 %	93 %	92 %	91 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	92 %	94 %	93 %	93 %	92 %	91 %										



Performance Summary

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

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

How to read the Performance Summary

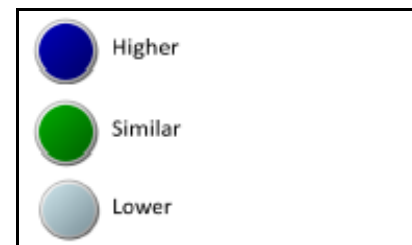
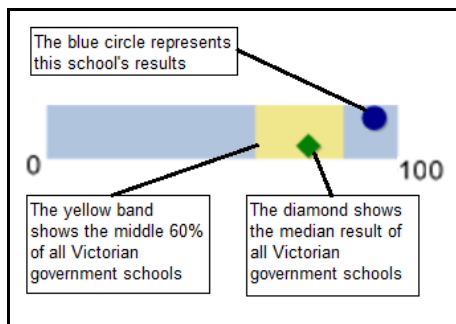
What are student outcomes?

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

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

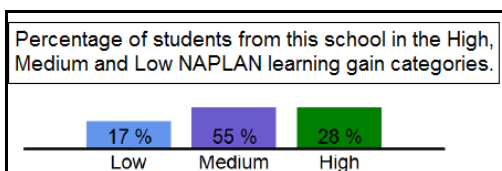
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



What are the changes in student achievement?

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

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

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

What is a School Comparison?

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

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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

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

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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

Revenue	Actual
Student Resource Package	\$4,152,907
Government Provided DET Grants	\$183,596
Government Grants Commonwealth	\$151,352
Revenue Other	\$24,774
Locally Raised Funds	\$818,843
Total Operating Revenue	\$5,331,472

Expenditure	
Student Resource Package	\$4,111,756
Books & Publications	\$14,572
Communication Costs	\$9,647
Consumables	\$114,801
Miscellaneous Expense	\$160,758
Professional Development	\$33,730
Property and Equipment Services	\$407,307
Salaries & Allowances	\$333,773
Trading & Fundraising	\$83,534
Utilities	\$33,990

Total Operating Expenditure **\$5,303,867**

Net Operating Surplus/-Deficit **\$27,605**

Asset Acquisitions **\$5,600**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$91,007
Official Account	\$19,910
Other Accounts	\$215,428
Total Funds Available	\$326,345

Financial Commitments	
Operating Reserve	\$178,131
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$123,213
Maintenance - Buildings/Grounds incl SMS<12 months	\$15,000
Total Financial Commitments	\$326,345

The school finances are in a healthy position. Monies carried over for building and grounds work is committed to the Master Plan, to replenish assets and equipment and maintenance to building and grounds. The School Council's Environment and Finance sub-committees oversee this.

A deficit was carried over in the Student Resource Package due to wages for OSHC staff on central payroll. These monies are recovered through parent payments for those using the OSHC program.

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.