

# 2017 Annual Report to the School Community



School Name: Westgarth Primary School

School Number: 4177





## About Our School

### School Context

Westgarth Primary School is a vibrant school community located in the inner city suburb of Northcote. Our focus is on providing an engaging and differentiated curriculum within a safe and welcoming environment for our 645 students. Our staff comprises three principal class officers, one leading teacher and one learning specialists, 34 classroom teachers (for 29 classes), eight specialist teachers covering four learning areas, seven education support staff and a part-time first aid officer.

The school has two sites. The Brooke Street site houses prep to year 2, computer lab, and 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 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 School operates its own Before and After Care facility with space for 150 students each afternoon.

In addition to a focus on literacy, numeracy and social development, the curriculum features inquiry-based learning, specialist classes in music, language, visual arts, PE/sport, and a Stephanie Alexander Kitchen Garden program. The school's language program is delivered in Spanish and integrated through content and language integrated learning (CLIL) methodology - specifically visual arts, inquiry and music programs. There is a school production every two years and annual camps at years 4 and 6.

We have an exciting array of extra-curricular activities including an after-hours extension and enrichment program 'Reaching for the Stars' (Coding, Robotics, Write and Perform for Fun, Yoga, Sewing Society, STEM for Girls and Wildlife at Westgarth), Super Science Club, Chess classes and instrumental music lessons. We also have an extensive range of physical education and sporting opportunities that go beyond a traditional PE program including triathlons.

Westgarth Primary School has an active 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. There is a highly supportive and engaged School Council with a focus on good governance. A Parents and Friends Club was formed in 2015 and has established itself as a dynamic and supportive addition to the school community.

### Framework for Improving Student Outcomes (FISO)

#### Excellence in teaching and learning:

Teachers regularly update their knowledge of curriculum content and how to teach it effectively (e.g., *Teaching mathematics* PD series). In 2017, focus was placed on 'sharing what works' and provide coaching training to staff in the area of digital technologies. A major review of SAKG program took place with recommendations provided to School Council in 2018. Teaching teams to continue to learn together via research-based PD that focusses on selecting strategies that address different ways students think and learn. In 2018 we will focus on a *Teaching spelling* PD series.

#### Positive climate for learning:

The school continues to recognise and celebrate diversity through its teaching and learning programs. Teachers understand the impact of teacher-student relationships on engagement and wellbeing, and have regular, positive conversations. Staff have been supported to develop their understanding of emotional regulation and are skilled at supporting students at their point of need. 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 was implemented with teacher participating in professional learning to develop a whole school approach to managing disruptive behaviour and supporting the emotional regulation of their students.

### Achievement

In 2017, across all learning measures, Westgarth students reported performances at or above the middle 60% of Victorian Government Primary Schools. Student performance is consistent with results anticipated due to the background of our students. For English, the teacher judgments and NAPLAN data show that the results are high for our school in comparison to similar schools. For Mathematics, teacher judgments and NAPLAN data show that our results are similar to those of similar schools. Overall, the relative growth is lower at the top two bands than previous years. In particular the high, yet declining growth, in reading results warrants further investigation and the need for growth in mathematics also requires continued attention.

In 2017, teacher professional development continued to focus on developing high expectations, building teacher capacity and consistency of practice. The teachers deepened their knowledge of the Victorian Curriculum for all learning areas and capabilities. Staff reframed the content descriptions for English and mathematics to create 'I can' statements so that the students can understand, manage and track their learning as a part of a continuum. The implementation of the 'I can' statements will be a feature of 2018.

The school's work in building staff capacity, confidence and consistency of practice (with and across teams) for reporting teacher judgments was recognised as best practice by DET and will be published as a case study for other schools to follow.



## Engagement

In 2017, DET introduced the High Impact Teaching Strategies (HITS) which are ten instructional practices that reliably increase student learning when consistently applied. The HITS links well to the Curiosity and Powerful Learning (CPL) initiative the school had undertaken. Our comprehensive, action research-based HITS/CPL professional learning package – which was developed in-house – and enabled staff to gain valuable insights into four of the ten practices and again placed us at the forefront of this government initiatives.

Student leadership was broadened to provide more students with leadership opportunities. In 2017, we introduced Arts Captains and increased school captains to four positions. Junior School Council was strengthened, providing students with the opportunity to have a say in the social service/charities they wished to support as well as improving aspects of their school experience. In 2018, we plan to introduce library captains as well.

Student absence continues to be an issue. In 2017, we had 16% of students who were away for 20 or more days. While this result is lower than 2016's 19% and consistent with similar schools, it is significantly higher than we would like and remains an area for continued improvement. Parents who do not contact the school about an absence are now telephoned by office staff daily. It is anticipated that this will decrease the rate of unexplained absences and ensure all absences are followed up.

## Wellbeing

In 2017, the school continued to support the implementation of social and emotional learning programs (e.g., implementation of the new *Resilience, Rights & Respectful relationships* program) under our KidsMatter umbrella. We worked with therapists from KidsRise to support staff with their understanding of emotional regulation and development of students, and the development of Emotional Regulation Plans for students who need extra support in this area. In 2018 a greater emphasis will be placed on parent involvement in the KidsMatter team.

Student attitude to school data suggest students feel socially connected and included, believe teaching practices are engaging and there are high expectations for cognitive engagement. While they believe school safety is being managed, 38% of students who completed the survey, indicate they believe they have experienced bullying and 20 % show low resilience. We need to have an increased emphasis on managing bullying and building resilience in 2018 and beyond. Our eSmart program accreditation was achieved in 2017 and we are now in the 'Sustaining' phase.

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



## 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 645 students were enrolled at this school in 2017, 305 female and 340 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Higher</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>52%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>49%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>55%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>44%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	50%	33%	Numeracy	21%	52%	27%	Writing	18%	49%	33%	Spelling	35%	55%	10%	Grammar and Punctuation	38%	44%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	17%	50%	33%																							
Numeracy	21%	52%	27%																							
Writing	18%	49%	33%																							
Spelling	35%	55%	10%																							
Grammar and Punctuation	38%	44%	18%																							



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	93 %	93 %	93 %	93 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	93 %	93 %	93 %	93 %	92 %										





## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

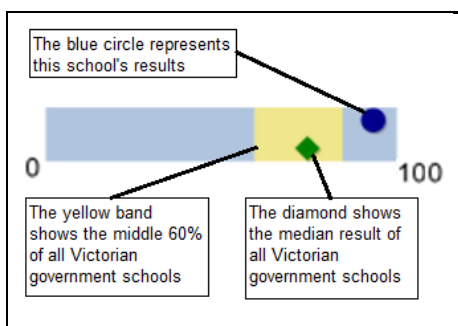
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

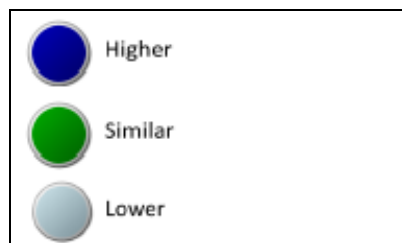


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



## Financial Performance and Position

### Financial performance and position commentary

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. In 2017 \$200 000 of these locally raised funds were spent on upgrading our music facility and the playground equipment on the Clarke St site. This planning and expenditure is overseen by the School Council's Environment and Finance sub-committees.

A deficit was carried over in the Student Resource Package. This is due to school based programs where staff are paid through the central payroll but are funded through locally raised funds eg. Out-of-School-Hours-Care, Stephanie Alexander Kitchen Garden Program, First Aid Officer. These funds are repaid through the termly cash grants.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

#### Financial Position as at 31 December, 2017

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,254,563	High Yield Investment Account	\$250,888
Government Provided DET Grants	\$441,482	Official Account	\$25,727
Government Grants Commonwealth	\$196,255	Other Accounts	\$203,494
Revenue Other	\$21,930	<b>Total Funds Available</b>	<b>\$480,109</b>
Locally Raised Funds	\$1,046,629		
<b>Total Operating Revenue</b>	<b>\$5,960,859</b>		

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$5,083
<b>Equity Total</b>	<b>\$5,083</b>

Expenditure		Financial Commitments	
Student Resource Package <sup>2</sup>	\$4,476,422	Operating Reserve	\$214,717
Books & Publications	\$21,980	Capital - Buildings/Grounds incl SMS<12 months	\$99,393
Communication Costs	\$8,473	Maintenance - Buildings/Grounds incl SMS<12 months	\$16,000
Consumables	\$122,241	Revenue Received in Advance	\$33,820
Miscellaneous Expense <sup>3</sup>	\$252,370	Repayable to DET	\$115,602
Professional Development	\$39,095	Other recurrent expenditure	\$577
Property and Equipment Services	\$534,460	<b>Total Financial Commitments</b>	<b>\$480,109</b>
Salaries & Allowances <sup>4</sup>	\$336,779		
Trading & Fundraising	\$99,389		
Utilities	\$35,731		

<b>Total Operating Expenditure</b>	<b>\$5,926,940</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$33,919</b>
<b>Asset Acquisitions</b>	<b>\$99,660</b>

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



*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.*