

2022 Annual Report to the School Community

School Name: Westgarth Primary School (4177)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 10 March 2023 at 11:45 AM by Jo Wheeler (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 15 March 2023 at 04:35 PM by Jacob Spencer (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Westgarth Primary School is located in the inner-city suburb of Northcote approximately eight kilometres north of the city. The school was founded in 1924 and is located on two adjacent sites. The Prep/1/2 classes and administration centre are located at the Brooke Street site and the year 3 – 6 classes, specialist facilities and Out-of-School-Hours care program (OHSC) are located on the Clarke Street site.

Buildings include refurbished open planned learning spaces, studio learning spaces, modular five portables, a kitchen garden centre, STEM centre and an indoor gymnasium. School grounds include a kitchen garden, playgrounds at both sites and areas for passive play and seating. Plans are currently being development for commencement in 2023 for a new classroom building and gymnasium.

In 2022 there were 589 students enrolled. The Student Family Occupation Education (SFOE) index was 0.06.

The staffing profile of Westgarth Primary School included a Principal and Assistant Principal, a leading teacher, a numeracy and an English learning specialist, 25 classroom teachers, 6 specialist teachers, 13 Education Support (ES) staff in various roles.

Our school values are:

- Respect: We appreciate diversity and the worth in others
- Integrity: We aim to be consistently honest and trustworthy
- Excellence (Being your best): We accept the challenge of new learning and always try our best
- Working together: We work with others to achieve and promote the involvement and contribution of all
- Responsibility: We recognise we are accountable for our actions towards ourselves, others and the environment

It is our aim to:

- Improve learning growth in literacy and numeracy
- Empower all students as learners and leaders
- Enhance student collaboration, inclusion and positive relationships in a supportive community

Our Focus is on:

- Excellence in teaching and learning - Building practice excellence / Curriculum planning and assessment / Evidence-based high impact teaching strategies
- Professional leadership - Instructional and shared leadership / Vision, values and culture
- Positive climate for learning - Empowering students and building school pride / Intellectual engagement and self-awareness / Setting expectations and promoting inclusion
- Community engagement in learning – Parents and carers as partners

Our school provides an approved curriculum framework aligned to the Victorian Curriculum. In 2022, there were specialist classes in performing arts (music), visual arts/Spanish, physical education, library, and a kitchen garden program. In 2023 we are extending the offering to include STEAM for students in years 3 - 6, with a focus on robotics and coding and Spanish language for students in years P - 2.

Our school provides an accredited Out of School Hours Care Program and an array of extra-curricular programs including, clubs such as chess and a broad range of sporting opportunities. Our school has access to visiting psychologists, speech therapist and links with allied health services to meet the needs of students and families. External consultancy services are available for families on site. The school community supports the school through partnerships in school programs, volunteer activities, fund raising and social events.

Progress towards strategic goals, student outcomes and student engagement

Learning

Westgarth Primary School delivered our Key Improvement Strategies as directed by the Department of Education and Training policy, of:

1. Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy and
2. Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

The actions that were undertaken included:

- Build teacher capacity to collect, analyse, understand and use appropriate data to develop a differentiated learning program to meet student learning needs.
- Tutor learning initiative and VHAP and classroom extension programs
- Individual learning plans
- Professional development e.g., challenging learning tasks
- Develop a whole school approach to the teaching of English
- Establish a multi-tiered response model to support students' mental health
- Embed positive mental health approaches in staff professional practice

Teacher judgements of student learning achievement from Prep to year 6 are above similar schools and the state in English and mathematics. These results indicate that 98.3% of students are working at or above expected standards in mathematics and 97.1% of students are working at or above expected standards in English.

Our outcomes for students in the top three bands of NAPLAN for reading in year 3 is 93.9%. In year 5 the result is 94.1% which is 7.3% higher than schools with a similar socioeconomic background, similar number of non-English speaking students, and size and location of the school. Our outcomes for students in the top three bands of NAPLAN for numeracy at year 3 is lower than similar schools and above the state. The number of students assessed in the top three bands of NAPLAN for numeracy in year 5 is 8.4% higher than similar schools and 27% higher than the state. These are very strong results, particularly considering the two years of disruption in 2020 and 2021.

2022 is the final year of the current strategic plan. The school review will be in term 1, 2023 and will result in the development of a new four-year Strategic Plan.

Wellbeing

Our focus for student wellbeing has been to establish a whole school approach to social and emotional learning and student behaviour management. The Berry Street Education Model (BSEM), the Resilience and Respectful Relationships program and the continued use of individual learning, behaviour, safety, and emotional regulation plans formed the basis of our wellbeing program. Explicit social-emotional learning is implemented in all classes throughout the school. Teachers implement wellbeing strategies and lessons explicitly. Agreed protocols and processes are consistently implemented across all classrooms and learning environments. Our approaches to managing bullying has been evolving and is an integral part of our approach to wellbeing. Staff and parents are trained in the Child Safe Standards. Our practices are embedded, and we regularly introduce new and/or improved practices and processes. The implementation of the STRIDE program for year 5 students and friendship supports for students including structured lessons at breaktimes has supported student relationships and their social and emotional development. The school has a process in place to identify and provide support for students requiring individual learning plans, emotional regulation plans and behaviour support plans. These are made in consultation with parents and allied health professionals (as appropriate). The Tutor Learning Initiative supported students who were experiencing gaps in their learning as a result of the periods of remote learning or students with a learning difficulty.

Engagement

Student engagement, as demonstrated through attendance data, maintained the number of days absence as fewer than similar schools and the state. Absences due to the pandemic, particularly in term one during the spread of the Omicron variant, was higher than pre-pandemic levels, due to the requirement to isolate for a five school days. The school offers a differentiated learning program to target the learning to the student's point of need. The Victorian High Abilities Program (VHAP) enriches our offering to our high achieving students. Student voice is developed through classroom opportunities as well as student leadership roles. The introduction of the Chrome books into the year 5 and 6 classrooms was successful and it is will be rolled out into the year 4 classes in 2023. We ran two parent information sessions and explicit teaching of eSmart practices. An Inclusive Playground was built to assist students with sensory needs, for the front of the Brooke St site.

The school adopted some practices and lessons learnt during the COVID period, to connect with families in a more accessible way, such as online targeted meetings and prep orientation. We will be looking at ways to continue to build the connections between home and school. The school continues to prioritise learning of the Victorian curriculum, however opportunities to celebrate, acknowledge and inform our students of important cultural learning and events are also given time. This assists our students to develop understandings of their world and enable them to be informed global citizens.

Other highlights from the school year

2022 saw the return of many of our regular and well-loved school events. We had our welcome picnic to start the year, and a whole school concert to finish the year. The students in years 4 and 6 attended camps and excursions and visiting presenters were enjoyed by all year levels. Our La Gran Fiesta, (annual fete) went ahead for the first year since 2019. Our talented and athletic students represented the school at state level in swimming, athletics and cross country. 51 students went to made it to regional level for swimming, athletics and cross country as well as the cricket team and one student made it to the national competition for track and field. There were some outstanding personal achievements of student in the Australian Mathematics Competition with many receiving high distinctions or distinctions and a student won a national poetry competition. 33 students in years 5 and 6 were selected to participate in the Victorian High Abilities Program (English and Maths) some participated in both subjects. Our year 3 - 5 students lessons in the Stephanie Alexander Kitchen Garden program learning about food production, cookery and sustainability and year 5 students participated in the Darebin Yarning Conference. Our parent community contributed to the school as volunteers in various programs as well as community building through the new 'Fun & Fundraising' sub-committee, working bees, social events – Trivia and Westgarth Idol. The construction of a new Inclusive (sensory) garden/playground was completed and the planning for a new \$12.97 million capital works project commenced.

Financial performance

Westgarth Primary School maintained a sound financial position throughout 2022. The 2018 – 2022 School Strategic Plan and the 2022 Annual Implementation Plan provided the framework for the school council to allocate the funds and resources to support school programs and priorities. The school's Financial and Position report shows an end of year surplus. The school runs a managed deficit in the Student Resource Package mainly due to salaries of the OSHC staff, First Aid Officer and Stephanie Alexander Kitchen Garden Program (SAKGP) staff who are paid centrally. Parent voluntary contributions towards the first aid and SAKGP support this deficit. In 2022, we paid back the 2021 deficit of \$206,167.19 through our term 3 & 4 quarterly grants. This deficit is monitored closely and reported to school council through the finance sub-committee. The 2022 deficit repayments of \$159,850, will be paid from our 2023 quarterly grants. We still carry a small amount of funds paid by parents as an excursion levy in 2020 intended to cover excursions and activities but were not expended due to the COVID pandemic. Any family credits for this purpose have been carried over into the 2023 budget. Unspent 'Targeted Initiative Program' funding such as the student excellence funds will also be carried over into the 2023 budget. Our generous and hard-working parent community continued to fundraise throughout the year. The expenditure of these locally raised funds is overseen by the school council's Environment and Finance sub-committees.

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

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 591 students were enrolled at this school in 2022, 293 female and 298 male.

4 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

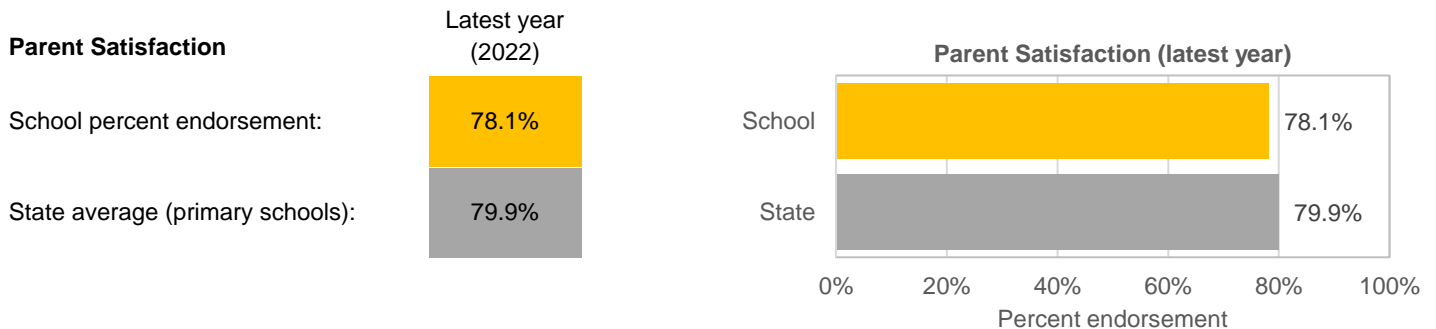
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

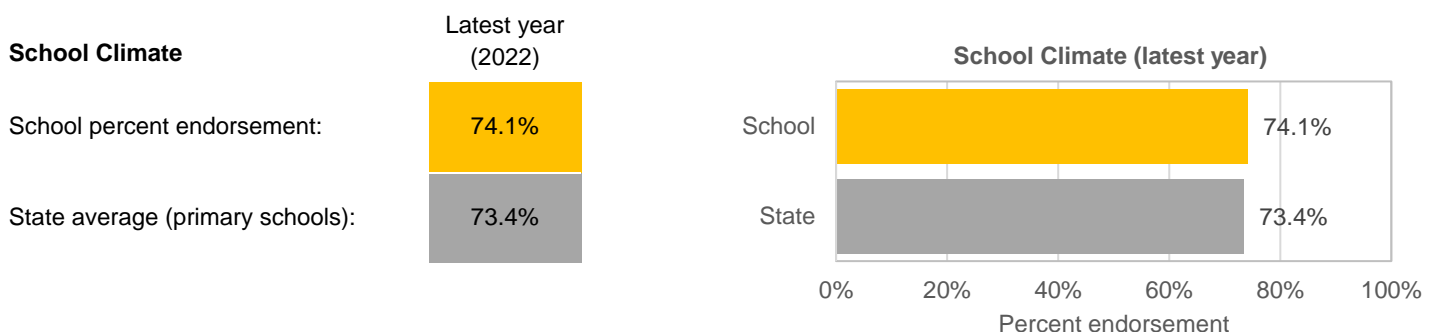


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

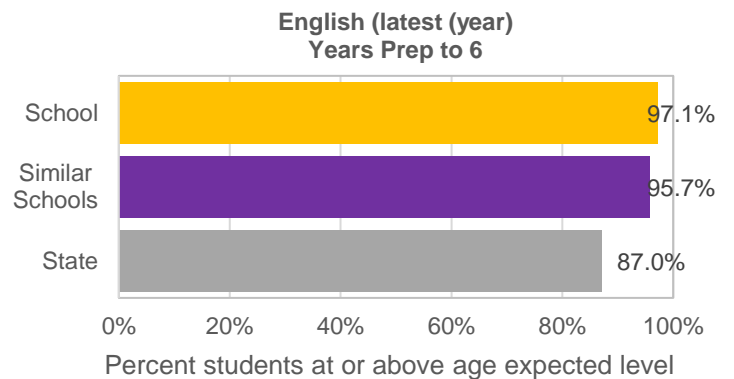
97.1%

Similar Schools average:

95.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

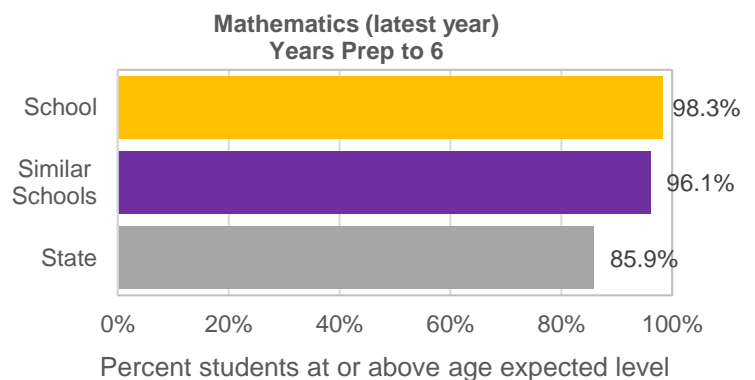
98.3%

Similar Schools average:

96.1%

State average:

85.9%



LEARNING (continued)

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

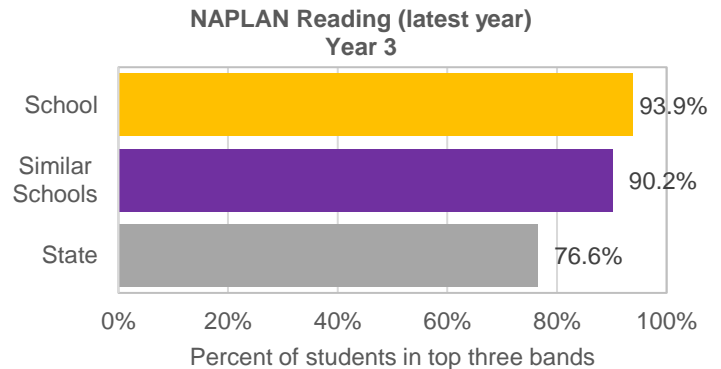
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

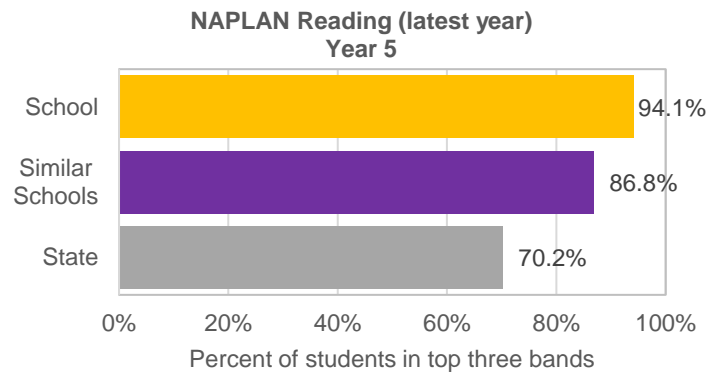
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.9%	92.9%
Similar Schools average:	90.2%	90.6%
State average:	76.6%	76.6%



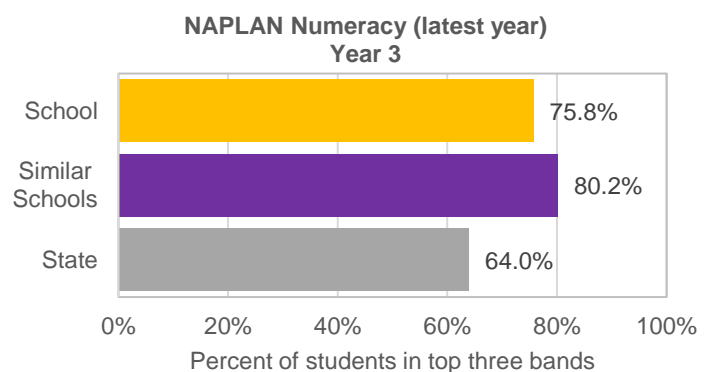
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.1%	90.3%
Similar Schools average:	86.8%	86.3%
State average:	70.2%	69.5%



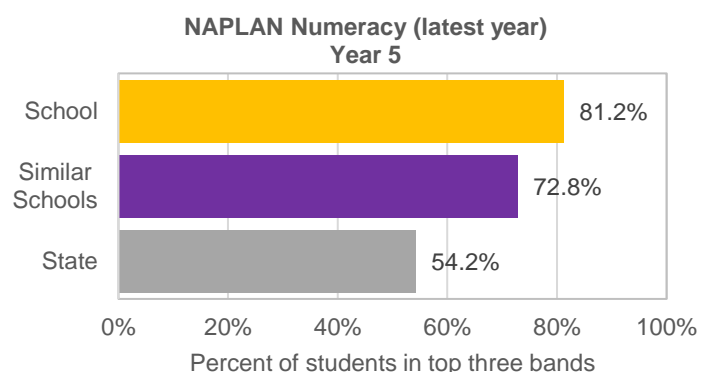
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.8%	78.8%
Similar Schools average:	80.2%	84.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.2%	81.6%
Similar Schools average:	72.8%	78.1%
State average:	54.2%	58.8%



WELLBEING

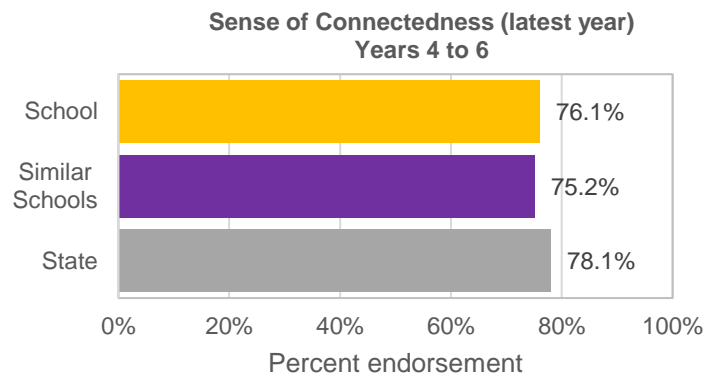
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.1%	72.2%
Similar Schools average:	75.2%	77.3%
State average:	78.1%	79.5%

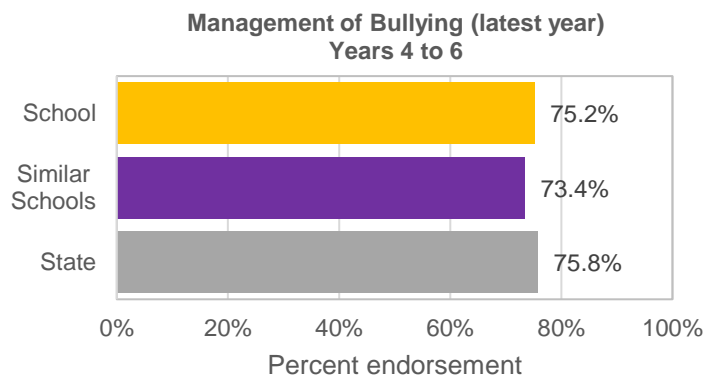


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.2%	70.6%
Similar Schools average:	73.4%	76.2%
State average:	75.8%	78.3%



ENGAGEMENT

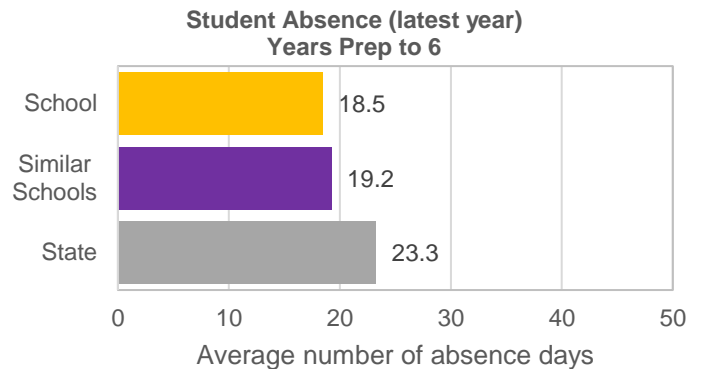
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.5	11.3
Similar Schools average:	19.2	12.6
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	93%	90%	91%	89%	91%	91%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,866,747
Government Provided DET Grants	\$292,549
Government Grants Commonwealth	\$143,757
Government Grants State	\$7,303
Revenue Other	\$21,029
Locally Raised Funds	\$975,562
Capital Grants	\$23,600
Total Operating Revenue	\$6,330,546

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,527
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,527

Expenditure	Actual
Student Resource Package ²	\$5,026,597
Adjustments	\$0
Books & Publications	\$6,973
Camps/Excursions/Activities	\$132,307
Communication Costs	\$5,618
Consumables	\$161,818
Miscellaneous Expense ³	\$32,993
Professional Development	\$8,055
Equipment/Maintenance/Hire	\$142,690
Property Services	\$96,510
Salaries & Allowances ⁴	\$456,451
Support Services	\$69,455
Trading & Fundraising	\$78,806
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$55,097
Total Operating Expenditure	\$6,273,371
Net Operating Surplus/-Deficit	\$33,575
Asset Acquisitions	\$131,980

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

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

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

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$942,847
Official Account	\$21,589
Other Accounts	\$61,694
Total Funds Available	\$1,026,130

Financial Commitments	Actual
Operating Reserve	\$195,113
Other Recurrent Expenditure	\$37,967
Provision Accounts	\$0
Funds Received in Advance	\$9,252
School Based Programs	\$28,873
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$154,425
Asset/Equipment Replacement < 12 months	\$55,000
Capital - Buildings/Grounds < 12 months	\$59,811
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$86,123
Total Financial Commitments	\$626,564

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.