

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 27 March 2024 at 11:14 AM by Jo Wheeler (Principal)

- This 2023 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 28 March 2024 at 11:07 AM by Darren Boyd (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 school office are located at the Brooke Street site and the year 3 – 6 classes, most specialist facilities and Out-of-School-Hours care program (OHSC) are located on the Clarke Street site. Due to building works happening in the second semester of 2023, some of the year 3 classes were moved to the Brooke St site until the completion of the works. 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. In 2023, the school worked closely with the Victorian Schools Building Authority in preparation for the construction of a competition sized gymnasium and modern classrooms with undercroft for covered outdoor play. It is anticipated that the new buildings and refurbishments will be completed at some stage in 2025. In 2023, there were 564 students enrolled. The Student Family Occupation Education (SFOE) index was 0.0523. The staffing profile of Westgarth Primary School included a Principal and Assistant Principal, a leading teacher, a numeracy and an English learning specialist, 24 classroom teachers, 6 specialist teachers, 2 Tutor Learning initiative teachers and 16 Education Support (ES) staff in various roles. In term one of 2023, we underwent a full school review and developed a new four-year strategic plan. 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 is:

- Optimising learning growth and outcomes in literacy and numeracy
- Empowering students to be agents in their own learning
- Enriching students' social and emotional wellbeing

Our Focus is on:

- Teaching and learning, and assessment: Increase teacher capability and confidence to differentiate teaching and learning at student point of need; Increase teacher capability to collaboratively analyse and utilise evidence and data to inform planning and practice; Document and monitor the implementation of a guaranteed and viable curriculum
- Engagement: Establish a shared understanding of, and activate practices to enhance student voice and learner agency; Establish a student driven goal setting process consistently across the school
- Support and resources: Embed the school's wellbeing framework; Strengthen the partnership between staff, students and families to create a shared responsibility for student learning and wellbeing

We provided an approved curriculum framework aligned to the Victorian Curriculum. In 2023, there were specialist classes in performing arts (music), visual arts/Spanish, physical education, library, robotics/coding (years 3 – 6), Spanish language (P-2) and a kitchen garden program (yr 3 – 5). Our school provided a school council run accredited Out of School Hours Care Program and an array of extra-curricular programs. Our school has access to visiting psychologists, speech therapist and links with allied health services to meet the needs of students and families. In term 4, 2023 the school employed an occupational therapist for one day per week, to support teachers to better cater for student needs in the classroom and playground. External consultancy services were available for families on site. The school community supported the school through partnerships in school programs, volunteer activities, fund raising and social events.

Progress towards strategic goals, student outcomes and student engagement

Learning

There have been positive shifts in the data, and we are proud to have exceeded our numeracy target for 2023 with 89% of year 5 students achieving 'exceeding' or 'strong' proficiency levels, which is 4% higher than similar schools. Our Year 3 results were 83% in the 'Exceeding' and 'Strong' proficiency levels and were 1% less than similar schools. In 2023 we were fortunate to have the resources to further support students in the Tutor Learning Initiative for mathematics. We continue to provide extension through a differentiated classroom learning program and the Victorian High-Ability Program (VHAP). High achievers in both English and Mathematics engaged in Masterclass sessions with external providers. Supporting staff to extend our students through setting challenging learning tasks continues to be a focus of teacher planning and lesson delivery. Teachers of students with disabilities have been provided with support in using the Abilities Based Learning and Education Support (ABLES) in order to provide strength-based assessment and data to be shared with parents/carers. Professional Learning for effective and differentiated teaching of English and Mathematics was provided throughout the year by our Learning Specialists. External Professional Learning for the

teaching staff centered on Responsive Teaching with Bronwyn Ryrie Jones to provide staff with strategies in responding more frequently to student learning needs, in the moment.

Wellbeing

Student wellbeing has been a priority over the past few years and programs and practices have been put in place to support and enhance student wellbeing. The Berry Street Education Model is embedded across the school with teachers incorporating the practices and way of being into their classrooms and their daily language. Specific programs at different year levels were implemented throughout the year using expertise from external providers, targeting the different skill development and understandings for the different year levels such as STRIDE in collaboration with Melbourne Victory for year 5 students and the URSTRONG for year 3 students. As reported through the Student Attitude to School Survey, completed by year 4 to 6 students, Student Sense of Connectedness and opinions on Management of Bullying continue to be lower than similar schools. However other factors such as community connections, peer relationships, life satisfaction and not experiencing bullying are similar to or higher than similar schools.

Engagement

We believe that there is a close correlation between engagement and wellbeing therefore there is a cross over with these areas. We allocated a leading teacher to lead the wellbeing and engagement initiatives across the school and a team of passionate wellbeing and engagement champions on our staff were purposeful in the offering of programs, practices and priorities to engage and care for the wellbeing and engagement of our students. These include but are not limited to: engaging curriculum offerings, student leadership programs, social and emotional learning programs, extra-curricular offerings and events such as camps at years 4 & 6, book week author visits and dress up parade, Spring Fair, school musical, and acknowledgement days. Student input into the planning of the learning program (particularly in the inquiry program), student led assemblies, SeeSaw communication for student to share work they are proud of with their parents, Individualised Education Plans, Setting the scene program, implementation of the Berry Street Education Model, tutor learning initiative, inclusive practices such as using of the expertise of para-professionals to support individual students and the staff supporting them, lunch clubs and resources for students needing alternative play spaces are in place to support and engage our students. Targeted learning experiences to meet the needs of our high achieving students have included the Victorian High Achievers Program, writers workshops and robotics and coding lessons. Student attendance continues to be higher than similar school and over a week higher than the state average. Attendance is a significant factor in student achievement so we encourage our students to attend school unless they are unwell.

Financial performance

Westgarth Primary School maintained a sound financial position throughout 2023. The Annual Implementation Plan provides the framework for the school council to allocate the funds and resources to support school programs and priorities. The schools Financial and Position report shows an end of year surplus. This is consistent with previous years. The school runs and managed deficit in the credit (staffing) component of the Student Resource Package mainly due to the salaries of the OSHC staff, First Aid Officer and the Stephanie Alexander Kitchen Garden Program (SAKGP) staff who are paid centrally. Parent voluntary contributions towards these programs supports this deficit. In 2023, we paid back the 2022 deficit of \$159,850. This deficit is monitored closely and reported to school council via the finance sub-committee. Our 2023 deficit of \$230,000 will be paid from the term 3 & 4 quarterly grants in 2024. 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 councils Finance and Environment committees.

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

<https://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 562 students were enrolled at this school in 2023, 278 female and 283 male.

3 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).

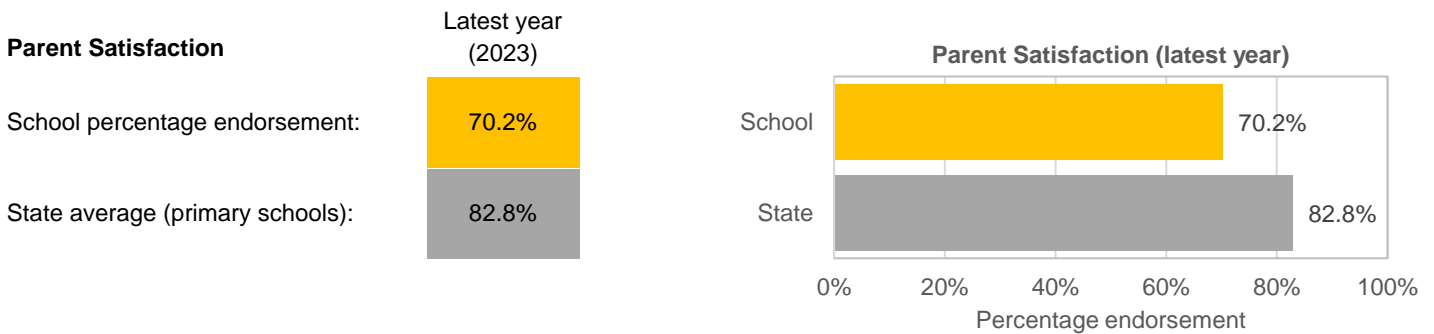
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

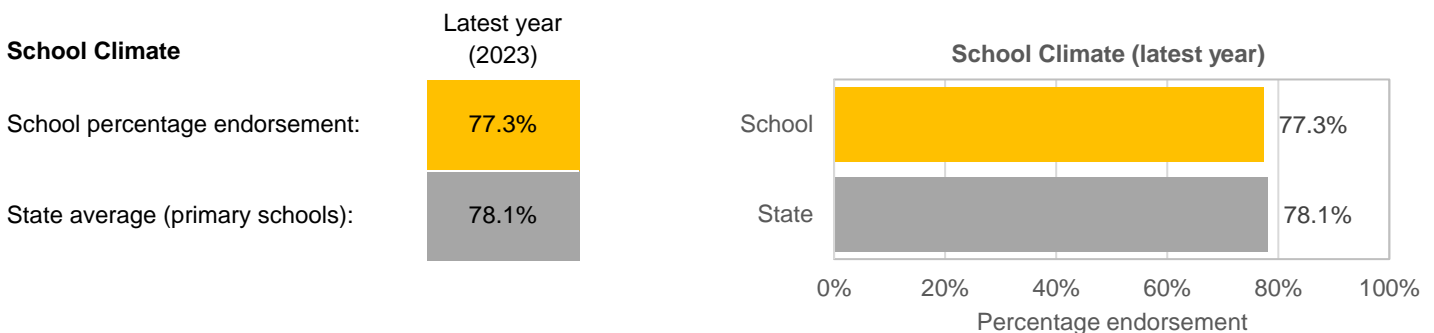


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

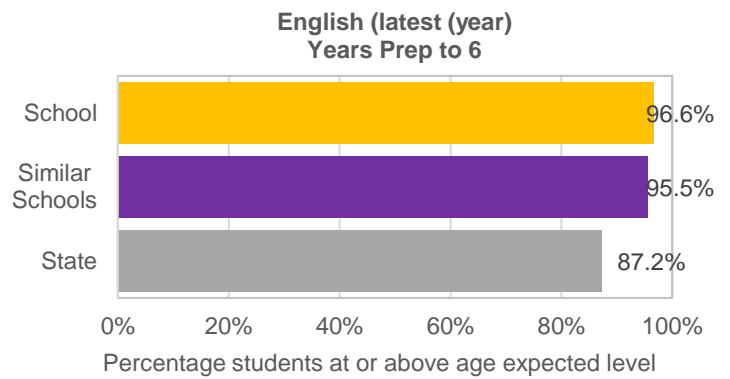
96.6%

Similar Schools average:

95.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

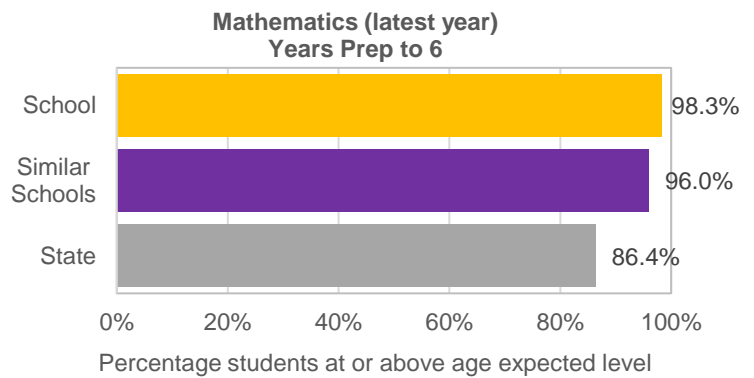
98.3%

Similar Schools average:

96.0%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.9%

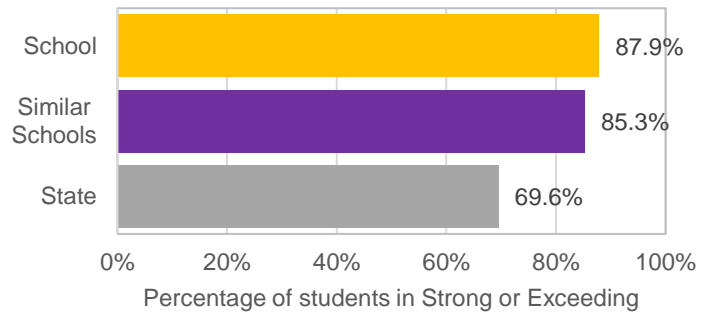
Similar Schools average:

85.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.8%

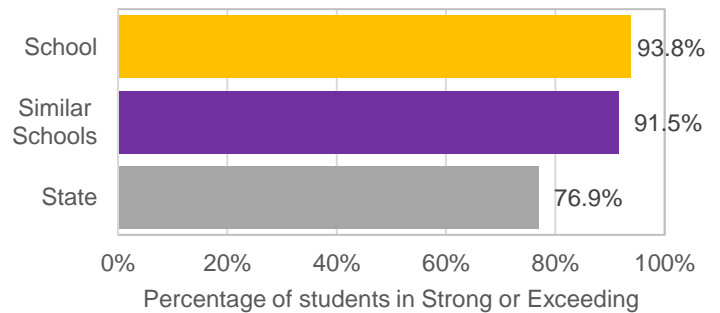
Similar Schools average:

91.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.0%

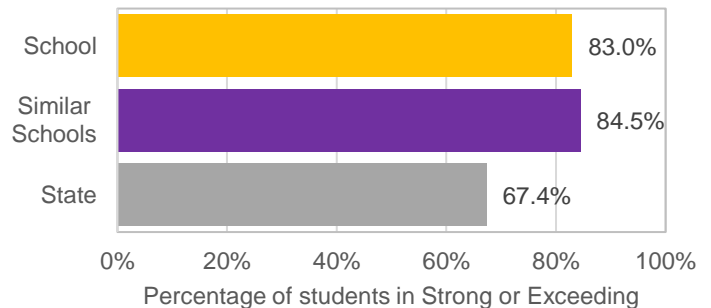
Similar Schools average:

84.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.8%

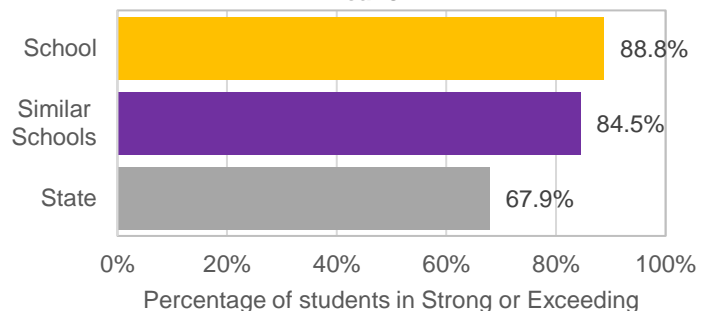
Similar Schools average:

84.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

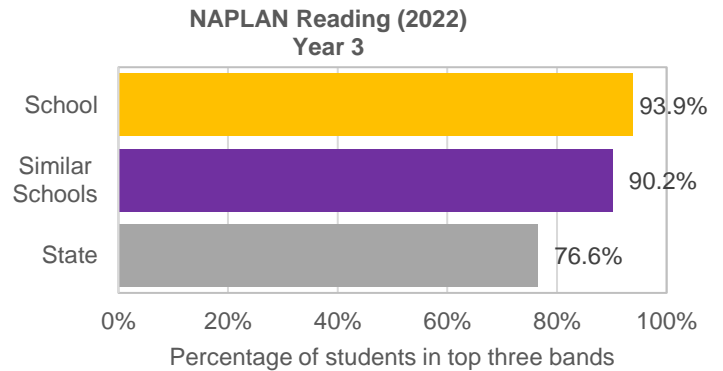
93.9%

Similar Schools average:

90.2%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

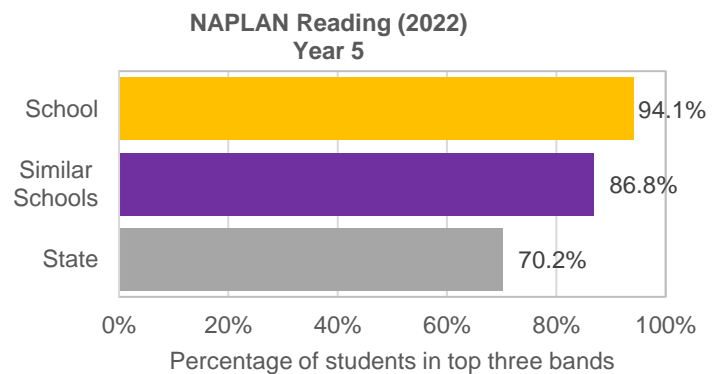
94.1%

Similar Schools average:

86.8%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

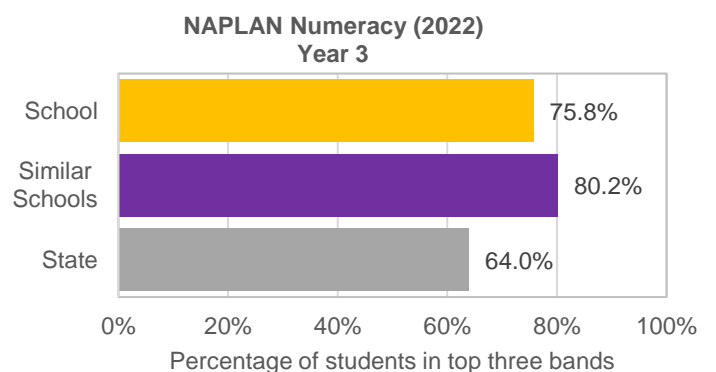
75.8%

Similar Schools average:

80.2%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

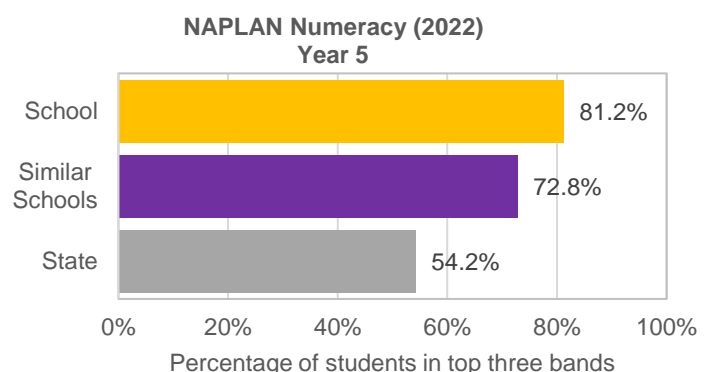
81.2%

Similar Schools average:

72.8%

State average:

54.2%



WELLBEING

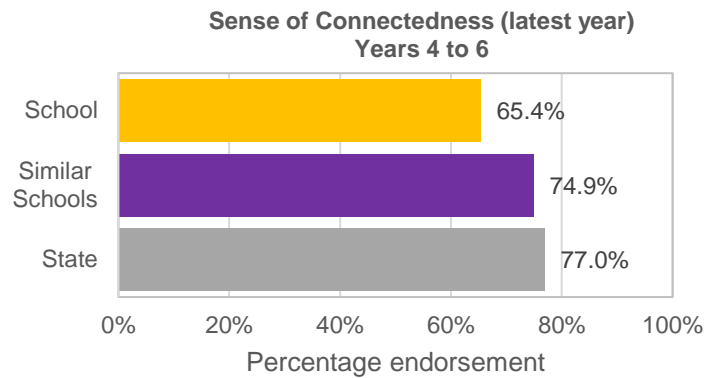
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	65.4%	69.8%
Similar Schools average:	74.9%	76.3%
State average:	77.0%	78.5%

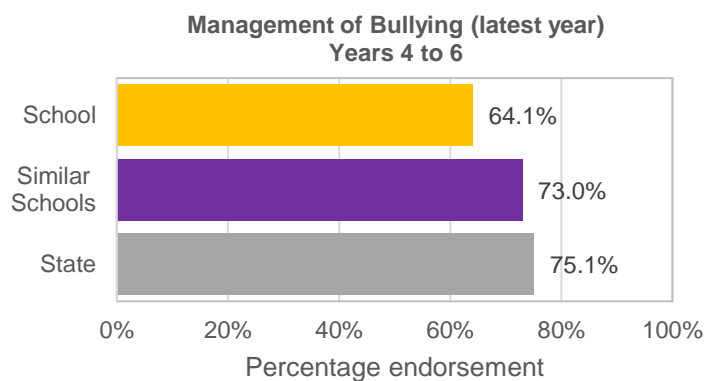


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	64.1%	68.2%
Similar Schools average:	73.0%	74.7%
State average:	75.1%	76.9%



ENGAGEMENT

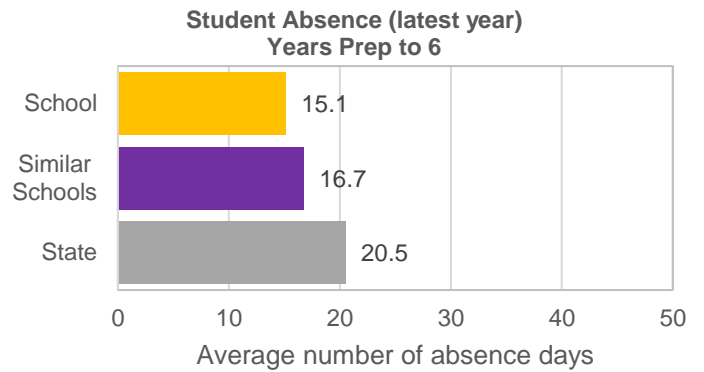
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	15.1	11.7
Similar Schools average:	16.7	13.3
State average:	20.5	18.1



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 (2023):	93%	93%	92%	92%	92%	92%	93%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,971,461
Government Provided DET Grants	\$395,540
Government Grants Commonwealth	\$172,000
Government Grants State	\$12,995
Revenue Other	\$46,319
Locally Raised Funds	\$1,101,928
Capital Grants	\$0
Total Operating Revenue	\$6,700,242

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,003
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,003

Expenditure	Actual
Student Resource Package ²	\$5,186,407
Adjustments	\$0
Books & Publications	\$10,203
Camps/Excursions/Activities	\$143,805
Communication Costs	\$7,075
Consumables	\$171,037
Miscellaneous Expense ³	\$38,407
Professional Development	\$17,757
Equipment/Maintenance/Hire	\$100,177
Property Services	\$95,920
Salaries & Allowances ⁴	\$562,675
Support Services	\$58,049
Trading & Fundraising	\$100,692
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$54,632
Total Operating Expenditure	\$6,546,835
Net Operating Surplus/-Deficit	\$153,407
Asset Acquisitions	\$140,832

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,132,879
Official Account	\$23,912
Other Accounts	\$65,784
Total Funds Available	\$1,222,575

Financial Commitments	Actual
Operating Reserve	\$214,258
Other Recurrent Expenditure	\$12,947
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$85,812
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$239,011
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$179,701
Maintenance - Buildings/Grounds < 12 months	\$27,337
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$759,065

All funds received from the Department of Education, 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.