

2018 Annual Report to The School Community



School Name: Warrnambool West Primary School (0182)



- 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 2018 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 19 March 2019 at 11:22 AM by Clare Monk
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 May 2019 at 01:53 PM by Shaun Knell (School
Council President)

About Our School

School context

Warrnambool West Primary School is located four kilometres from the Warrnambool city centre and 256 kilometres from the Melbourne CBD. The school has had a stable enrolment over the last three years following a period of decline from 2000 to 2014.

The school has six classrooms with a teacher and support staff member in each room. The school is led by a principal and 1.6 non-teaching, (Classification 2-6) staff members supporting students at risk and providing support for management of student behaviour. A full-time Student Wellbeing Officer coordinates wellbeing support for all students. Staff numbers for 2018 were 12 teaching staff and 8 Educational Support.

At the time of the 2018 census the school had 129 students, with 17% EAL students. Students are predominately drawn from the immediate neighbourhood although some students travel from other areas within Warrnambool.

The school facilities include an outside learning area and grounds incorporating adventure playground equipment. A multi-purpose room provides a facility for various activities.

The school has connections with a range of community groups who enhance student programs including the breakfast program, literacy and numeracy classes. Community groups are encouraged to utilise the school facilities and contribute to a community education environment.

Specialist programs in Music, Performing Arts, Chinese and Physical Education were available to the students and the school took an active interest in network sporting events.

Framework for Improving Student Outcomes (FISO)

The 2018 AIP focus was on Building practice excellence and Building leadership teams.

For 3 terms, there was 1.6 teachers (class 2-6) outside the classroom teaching structure. The non-teaching staff were responsible for tier three intervention to support students at risk in literacy and numeracy, EAL students, as well as coordinate support for students with special needs.

The commencement of term 2 saw a greater focus on the Pedagogical Model and Reading Approach in the classrooms, with classroom teachers being supported with a mentor teacher to assist with the planning and teaching and learning of literacy.

Staff worked weekly with the DSSI teaching partners to develop a pedagogical model and implement instructional practices for the teaching of reading with the aim of consistently applying this across the whole school. In 2019, the work will be consolidated, with all teaching staff again working with the teaching partners to embed evidence-based instructional practices in reading classroom practice that is assessment informed, differentiated and engaging to address the learning needs of all students. The DSSI teaching partners, together with staff completed observations, team teaching, modelling and feedback throughout 2018. To address two elements of the big 6 in reading; phonics and phonemic awareness, 'Sound Write' was rolled out across the F-2 classes and in 2019 all classroom teachers will be trained, as well as at least two Education Support Staff to enable targeted intervention in this area for students identified at risk.

With the aim of building leadership teams, four staff members participated in the PLC training during Semester one, however due to changes in leadership this framework is in its infancy across the school. In 2019 the PLC framework will be a focus for all team meetings.

Achievement

Teacher judgments of students' achievement levels at the end of 2018 showed the percentage of Prep to Year 6 students working at or above the expected level in Mathematics was similar to the state, with value adding evident in the school results. English achievement results are lower than the state average providing the school with an opportunity to collaborate in learning teams to ensure all student work samples are moderated using triangulated data sets. In student learning National Assessment Program Literacy and Numeracy (NAPLAN) performance against targets varied. Year 3 NAPLAN school comparison results are lower than the state for

Reading and it is pleasing that Numeracy results are similar to like schools. The 4 Year trend is slightly lower than the expected average for Year 3 in both Reading and Numeracy. The KIS of consistent teaching and learning across all classrooms and the introduction of Sounds Write should help alleviate the low performance moving forward into 2019. Year 5 NAPLAN school comparison results are similar when compared with the state and it is exciting that year 5 reading results for 2018 exceeded the state measure for students in the top three bands for NAPLAN. Learning gain from year 3-5 in reading is trending upward with 71.4 % of students making medium growth and 14.3 % making high gain over a two year period, with 14% (compared to 25% state-wide) showing low gain. High gain in spelling is above the expected level and should continue to trend upward with the introduction of 'Sounds Write'.

Learning gain in Year 3-5 writing, numeracy, grammar and punctuation was less than satisfactory, providing an opportunity for teaching teams to increase support and build teacher practice in these areas. Excellence and consistency across subject areas remains a priority and teacher networking, collegiate support, professional learning and succession planning are all key components of our school-wide efforts to secure the best possible results for our students.

Engagement

Improving school attendance remains an absolute priority due to the proven link between school attendance, engagement and positive learning outcomes. The connection of strong learning outcomes and school attendance continues to dominate formal and informal school-home communication. School attendance rates for 2018 varied in each Year level. Prep and Year 3 had the highest % of attendance with 92% and 94% respectively. The average number of days absent from school in 2018 was 21.7 in comparison to the state of 15.1 days. This average is too high and moving forward to 2019 students with excellent attendance will be publicly acknowledged and their efforts celebrated, with school leadership engaging closer with families and outside agencies where students are at risk of falling behind due to a high absence rate or chronic lateness.

Wellbeing

The Year 4-6 Attitudes to School data continues to show annual improvement, with the 2018 school mean exceeding the state mean in the student sense of connectedness and management of bullying indicators. The Attitudes to School data is extremely positive, reflecting a strong level of student satisfaction with their school experience with the two year average on the management of bullying trending higher than the state mean. Lunchtime programs ran daily in 2018, as well as Sporting Schools program after school. Programs connecting students to their community were offered including participation in weekly 'Meals on Wheels' preparation and delivery, as well as involvement in a community radio program. The school linked into a Brophy Family and Youth Services program, 'Explorable' for year 6 students in a bid to facilitate community engagement and an opportunity to 'thrive' for our young people. Two staff members completed the training in Respectful Relationships, with Warrnambool West primary school partnering with lead school Warrnambool East Primary school to guide our work in this area. The staff at Warrnambool West Primary School have a range of support services in place to support students. This includes a school wellbeing Officer, breakfast program 4 days per week, Nurture Room (F-2), speech pathologists, social workers and Koori Education workers. The school linked in with a trained psychologist, who visited on site, to support student mental health needs fortnightly. In 2019 student wellbeing will become a curriculum priority as we explore programs and approaches relevant to personal and social learning. In line with these efforts, Positive Education / Respectful Relationships will be introduced as a specialist subject and all staff will attend a one day professional learning course conducted by Geelong Grammar on introducing Positive Education. The lunch-time activities program will continue to provide further opportunities for students to develop their social skills through supervised avenues such as play.

Financial performance and position

Funds accrued in previous years and brought forward into 2018 of \$52,474 places the school in a sound financial position showing an overall surplus. The school has continued to maintain a healthy operating reserve over the past years. This is due to increased enrolment and equity funding. Equity funding has been utilised to support student learning by having 1.6 teachers in non-teaching positions to support EAL students as well as students identified at risk.

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

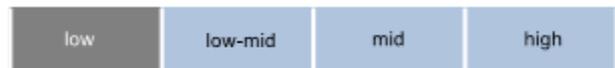
Enrolment Profile

A total of 129 students were enrolled at this school in 2018, 64 female and 65 male.

17 percent were EAL (English as an Additional Language) students and 17 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</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>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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Lower</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> Similar</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>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 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>71%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>57%</td> <td>29%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>57%</td> <td>7%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>50%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>43%</td> <td>50%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	71%	14%	Numeracy	57%	29%	14%	Writing	36%	57%	7%	Spelling	21%	50%	29%	Grammar and Punctuation	43%	50%	7%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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</p> <p>School Comparison 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 2018 attendance rate by year level:</p>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>○ Lower</p> <p>● Similar</p>														
	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>86 %</td> <td>92 %</td> <td>94 %</td> <td>87 %</td> <td>89 %</td> <td>85 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	86 %	92 %	94 %	87 %	89 %	85 %	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	86 %	92 %	94 %	87 %	89 %	85 %										

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>Students Attitudes to School - Sense of Connectedness</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> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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> Higher</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,405,998	High Yield Investment Account	\$103,590
Government Provided DET Grants	\$392,778	Official Account	\$14,924
Government Grants Commonwealth	\$2,500	Other Accounts	\$30,551
Revenue Other	\$16,163	Total Funds Available	\$149,064
Locally Raised Funds	\$98,409		
Total Operating Revenue	\$1,915,848		
Equity¹			
Equity (Social Disadvantage)	\$394,510		
Equity Total	\$394,510		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,340,963	Operating Reserve	\$79,945
Communication Costs	\$5,461	Funds Received in Advance	\$5,683
Consumables	\$79,571	School Based Programs	\$12,500
Miscellaneous Expense ³	\$155,765	Funds for Committees/Shared Arrangements	\$6,000
Professional Development	\$20,940	Capital - Buildings/Grounds < 12 months	\$19,937
Property and Equipment Services	\$158,291	Maintenance - Buildings/Grounds < 12 months	\$25,000
Salaries & Allowances ⁴	\$72,299	Total Financial Commitments	\$149,064
Trading & Fundraising	\$16,374		
Travel & Subsistence	\$1,835		
Utilities	\$28,231		
Total Operating Expenditure	\$1,879,729		
Net Operating Surplus/-Deficit	\$36,119		
Asset Acquisitions	\$0		

(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 15 March 2019 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.

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)

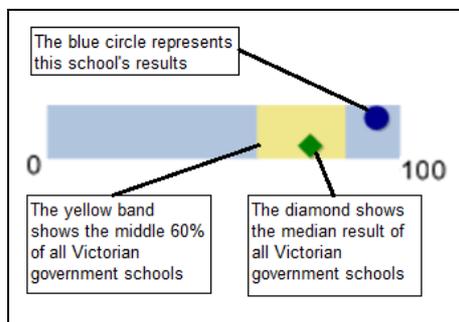
Engagement

- 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).

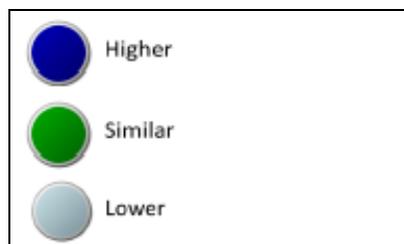


What does *School Comparison* refer to?

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' or 'ND' 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').