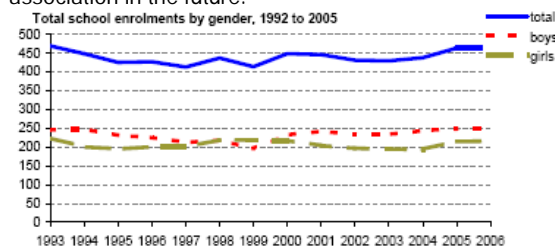




School Overview

Werribee Primary School is the oldest school in Wyndham Council having served the educational community since 1855, situated in the middle of the original township. Many of our families have been associated with the school for two, three, four, and in one case six generations. We are a very family and community orientated school.

We had 464 children enrolled on census day – this number grew to 489 by the end of the year. This increasing enrolment over the year has been a trend over recent years. We welcomed a large number of refugee children from Burma into our community during 2006 – the Karen children have added a new diversity to our community and we look forward to continuing this association in the future.



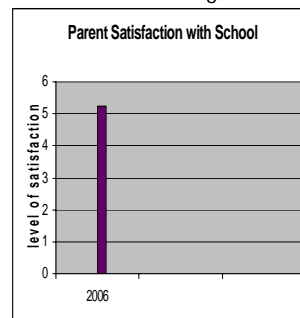
Over the past four years our enrolments have increased from 429 to 464 in 2006 and 2007 – the concern with our enrolments is that a pattern is emerging in that we gain about 15 – 25 children throughout the course of the year. Our goals for 2006 were to improve student achievement in English and mathematics, student engagement and safety P – 6 and to provide support programs for children with special needs. The key strategies to improve English and maths results were to develop teachers' understandings and skills in their delivery of lessons and to develop their knowledge of the new Victorian Essential Learnings. In addition to programs that were delivered at curriculum days, each staff and professional learning team meeting had an element of professional development. Two staff members (Mrs Leonard and Mrs Millar) were awarded professional leave – during this time they investigated learning communities and the use of diverse learning spaces to improve student learning outcomes. They then shared this knowledge with other members of staff and supported these staff in implementing diverse learning spaces within their rooms. Mrs Tout, along with four class teachers (Ms Champion, Miss McHutchison, Miss Pettigrew and Mrs La Rocca) were involved in a research project with the RMIT and overseen by Professor Mary Kalantzsis. This is a two year project and involves using a planning model – "Learning By Design" - to provide units of work developed around sound pedagogical practices. The findings of this group will be shared across the school during 2007 and the planning method will be refined for use across all levels of the school by the end of 2007. Three staff, Mrs Elliott, Miss McDonald and Miss Grieve are involved in a two year program "Learning to Read, Reading to Learn". This program is a very structured reading program initially developed for indigenous Australians however it

has lead to significant improvement in reading results for all children. Another group of teachers will be trained during 2007 and the program will be implemented across years 3 – 6 during 2007.

During 2006 we provided an extensive range of programs for children with special needs – these included 12 language groups, lunch time activity sessions, social and emotional needs groups, project group for high achievers, Autistic Base Room for children on the autism spectrum, literacy and numeracy intervention programs, to name a few. These programs are continually modified as a consequence of regular reviews. In addition to providing these programs from our own resources we entered partnerships with the Royal Children's Hospital Mental Health Department (RCHMHD) and Travencore, Children and Adolescent Mental Health Services (CAMHS). Two of our staff (Mrs Grace and Miss Pettigrew) joined with staff from RCHMHD and conducted a program to support children in years 1 – 3 experiencing behavioural difficulties. This program had three aspects – general classroom program aimed at all children, a small group for identified children and a parent's support program. The skills learnt by both children and staff will be built on in 2007 and the essence of this program will continue to be delivered. Mr Cuthbertson and Mr Thurston were joined by a staff member from Travencore and ran a boys program for identified children on each Tuesday.

Our integration program continues to be a very extensive one – and the model we conduct is seen as best practice and often referred to by both Region and Central Office when discussing best practice models with other schools. Throughout 2006 a special committee of staff worked on developing our schools "Behaviour Management Guide". This document underwent significant consultation with staff and was completed by the end of the year, ready for distribution and full implementation for the 2007 school year. This document outlines all aspects of our behaviour management, including the processes and consequences for inappropriate behaviour.

Our school captains again provided the children with good leadership. This group of seven children lead the student community. They provided good role models for the other children and represented the school as liaison officers across a range of community activities.



Parent Satisfaction is 5.24 where 7 is best possible score.

Teacher Satisfaction as measured by the school morale aspect of the Staff Opinion Survey is 3.4 where 5 is the best possible score.

The average number of days absent per teacher was 5.16 days.

Of the 33 teaching staff at Werribee Primary School at June 2005 (including those on leave without pay), 28 or 85% were still at the school at June 2006, compared with the state average of 87%.

As outlined above the focus for teacher professional development was around building teacher capacity in focussed teaching and the delivery of VELs. All teaching staff participated in professional development around this, with some undertaking professional leave, others involved in a research project with RMIT, others being involved in the Induction/Mentoring for Beginning Teachers program, MYS teachers being involved in the Innovations and Excellence cluster research and training and others undertaking training in the "Learning to Read, Reading to Learn" program, to name just the major projects.

All teachers employed at Werribee Primary School are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at <http://www.vit.edu.au/content.asp?DocumentID=241>

The above is a brief outline of the actions that we set about to implement in order to address our goals and targets – the results of these are discussed elsewhere in this report. As can be seen it has been another very busy year – with significant time and energy being devoted to improving all aspects of student learning.



## Principal's Report

2006 was another busy year – staff began a number of initiatives including Learning Communities & Diverse Learning Spaces, Learning by Design and unpacking the English and Maths domains of the Victorian Essential Learning Standards. We continued our partnership with Werribee Secondary, Iramoo and Thomas Chirside Primary schools in the Innovations and Excellence cluster – focussing on providing a seamless educational for children from years 5 – 9. We also spent significant time and energy on reviewing our Discipline Policy (which has now been published and implemented) and looking at how to better engage a small but disruptive number of students – this led to a partnership with Travencore School.

The arrival of our Karen children saw the development of a Western English Language Outpost at our school. We currently run four English classes – 4 days per week for new arrivals in Wyndham.

Our children continued to provide some outstanding results in a number of areas – our junior school reading results were very good and we saw improvement in each child over the year; our student leaders provided great role models to the school; several children participated in a robotics class for the more able children; we performed well at both the visual arts and performing arts festivals; our swimmers and netballers were successful and won their respective district competitions; the children made significant contributions to a number of charities that supported needy children. These are just a few of the wonderful achievements our children made in 2006.

A major highlight for the year was the announcement that we had been funded for the next stage of our building project and we commenced building our last ten permanent classrooms.

All aspects of our school – School Council, Parents & Friends, staff, students and families continued to work cooperatively to provide the very best educational opportunities that we were able to within our resources. Thank you to each and everyone for yet another great year.

*Lyn Tout  
Principal*



School Council President's Report

2006 was another year of landmark achievement for the school and I thank the entire school community for their efforts throughout the year.

Significant landmarks are evident in the official opening of Stage 1 of our building plan and the commencement of construction on Stage 2. The school leadership team, school council members, parents and the wider community have all contributed to the process of securing these long overdue facilities for the school.

The school's financial resources are in a healthy position through good planning and good management. The school's learning resources continue to develop ahead of the introduction of the Victorian Education Learning Standards (VELS) in 2007. Building our physical, financial and learning resources takes many dedicated hours from the teachers, staff and parents. I encourage you to maintain your dedicated efforts into 2007.



Alan Leach has not moved on from the school but after 10 years of energetic and devoted service to the school, Alan is taking a well earned break from the routines of school council. Alan will still assist the school wherever he can and we should all be very grateful for his contribution to our community over the past 10 years.

Werribee Primary School promotes a strong community spirit through its teaching, values and actions. Your continued community involvement is needed and appreciated. Continue to support the children by being an active member of a supportive school community.

*Phillip Morley*  
School Council President

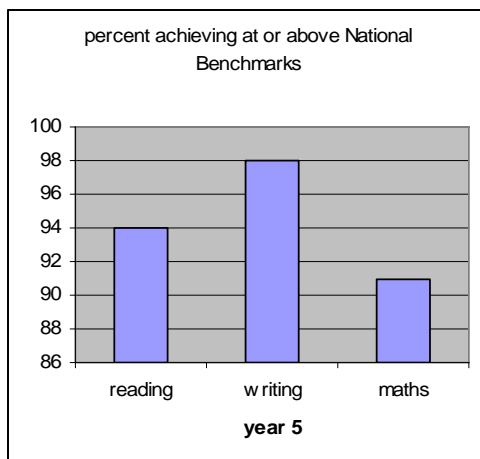
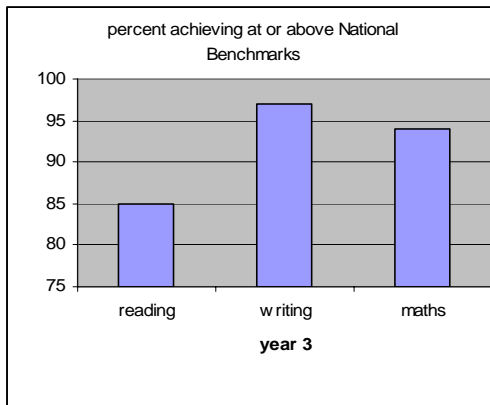
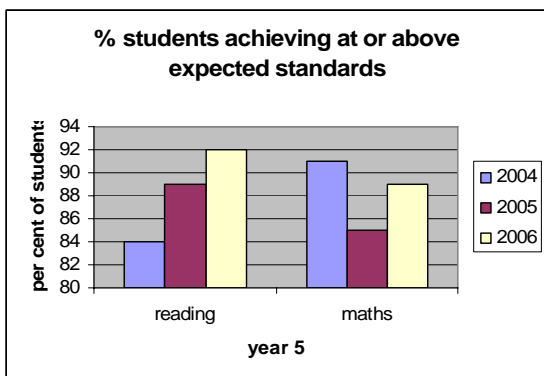
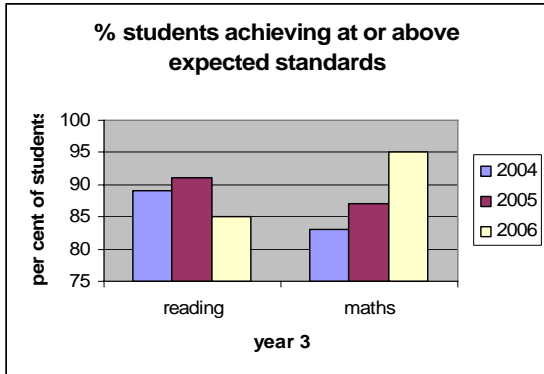


Many of the efforts of the teachers, staff and school council are not as obvious as a new building. The development of the new Behaviour Management Plan for the school is a prime example. Extensive hours were put into the Plan to ensure the research, design, review and implementation was appropriate for the school's needs. The outcome may appear as a rather straight forward school policy and document. The benefits for the learning and social development of the students may end up being just as significant as a new classroom.

At the end of 2006 we learnt of 2 significant changes to the school leadership personnel and I thank Ross Cuthbertson and Alan Leach for their service to the school as we wish them well with their future endeavours. The decision of Ross Cuthbertson to move to another school was met with some sadness by all of us. However, Ross' decision should be applauded as he seeks a new environment to challenge his abilities and develop his educational skills. We are working to create such an environment to challenge and develop the students. It is important that we support the staff with similar opportunities to ensure that the learning environment of the school is encouraging, rewarding and refreshed.

Student Progress & Achievements

Student Learning



**Mathematics:**

In 2006 we achieved the following results in mathematics:

- Approx 93% of our year 3 children were at or above the National Benchmarks
- Approx 95% of our year 5 children were at or above the National Benchmarks
- Approx 50% of our year 3 children were at or above the state expected standards
- Approx 37% of our year 5 children were at or above the state expected standards – this is an increase from 19% in 2005

We have put into place a number of intervention strategies:

- Employed numeracy support aides for 34.2 hours per week to work with children years 1-6;
- Staff have undergone professional development using George Booker strategies;
- We are moving to using the Nelson Maths Assessment P – 6 to enable tracking of children's progress as they progress through the school.

We still have major work to be done in ensuring that all our children reach the expected state standards and this will continue to be a major focus for 2007. In addition to the intervention programs we conduct we will be using a coaching for numeracy approach in 2007 to improve teachers' skills across the school in numeracy teaching. We will be also be investigating how to use experts in the numeracy field.

**Reading:**

Our reading results for children P – 2 in relation to reading for our children deemed capable is very pleasing:

- 80.4% prep children were at expected level;
- 78.8% year one children were at expected level;
- 93.7% year two children were at expected level;
- These were improvements on previous years
- Approx 82% of year 3 children were at or above the National Benchmarks
- Approx 90% of year 5 children were at or above the National Benchmarks

- Approx 50% of year 3 children were at or above the state expected standards
- Approx 45% of year 5 children were at or above the state expected standards

We have several strategies in place to address the issues with our reading data:

- Employed literacy support aides 34.2 hours per week to work with children in years 1-6;
- We have .5 Reading Recovery Tutor;
- We have begun the training for the Reading to Learn program.

We still have major work to be done in the area of developing our children's literacy skills and this will continue to be a major focus for 2007. In addition to maintaining our intervention programs we will be using a coaching for literacy approach in 2007 to develop teachers' skills in literacy teaching across the school. We will also investigate how other professional development will support teachers and improve student outcomes.

### Student Pathways and Transitions

Our prep transition program began early in the school year with parents touring the school during enrolment weeks. During these visits information was shared in relation to the programs we conduct, etc. We also conducted a new prep parent information evening in December where we gave more detailed information and answered any queries.

Our prep children were involved in a transition program during term 4 of the previous year –the length of the program depended on the needs of the individual child – with the norm being two days at school and prep teachers visiting the feeder kindergartens.



During the year our year six children are involved in a program with Werribee Secondary School that exposes them to “a day in the life of a secondary school.” We maintain close liaison with local secondary schools to aide a smooth transition for all our year six children. Our year six children participate in the transition program of their selected secondary school – students with special needs are offered an extended program. 64.4% of our year six children enrol at state government secondary schools. We provide extensive transition information on each child to the secondary colleges and have follow up discussions when necessary. We encourage our families to be involved in the secondary expos during their child’s year 5 school year to enable them to make informed decisions re their choice of secondary school.

Our Student Attitude to School Survey indicates that 68% of our year 6 children feel connected to their peers and 72% of them are happy with school safety. The parent survey also rated student safety and connectedness to peers as high. Parents saw student motivation as high also.

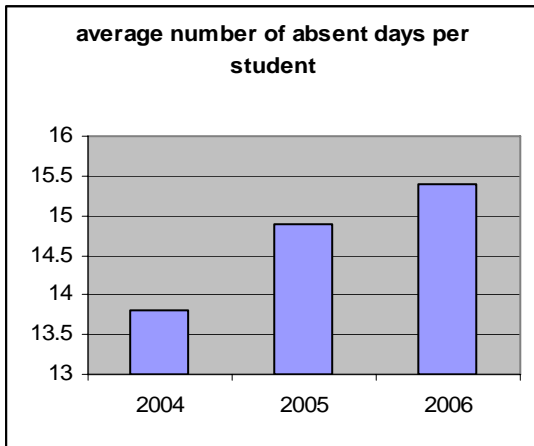


We provide a number of pathways for our diverse student population – we operate a base room for our children on the Autism Spectrum; we provide a number of groups that address social and emotional learning; groups to challenge our more able children such as robotics and compiling the year book; several behaviour modification programs – to name a few.

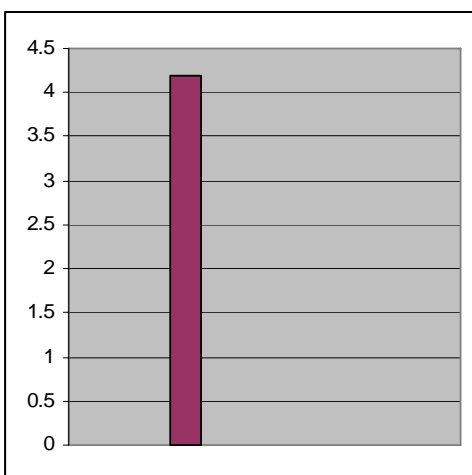


Student Engagement and Wellbeing

We begin our school year with a P – 6 program to address student wellbeing – “Learning to Be” – this program address a range of issues to do with personal and interpersonal learning.



Our overall attendance data was disappointing with the average number of absent days per student rising to 15.4. However we were on track to average approx 11 days until the end of term 3 – we need to analyse further to discover why term 4 absences were so high that they significantly altered our data. We employ a family liaison officer who addresses chronic absenteeism with families – we will continue with this into 2007 and look at other strategies to get the message that “It Is Not Okay To Be Away” to all our families.



Our student connectedness to school is 4.17, with 5 being the best possible score. We are very pleased with this result as it shows that students feel connected to our school. We conduct a number of

programs that may assist this feeling such as lunchtime interest clubs, student run assemblies, etc. We will continue to address student connectedness with school through investigating improvements in the delivery of our curriculum and involving students in the decision making process of the school.



We have an extensive integration program – with 33 children receiving funding from the Program for Students with Disabilities; a further 32 receiving support for language disabilities and 12 children receiving support who have special needs but are not recognised under current DET guidelines.

We provide a number of programs that specifically address children’s social and emotional needs – these include daily living skills, managing emotions and feelings and behaviour modification.

We continually review and modify all our programs that support student engagement and wellbeing and social competencies remain a major focus for our teaching and learning.



### Future Directions

During 2007 we will be undertaking a Diagnostic Review – this will involve us in a range of in depth evaluation of our data and will lead us in developing our future directions.

Our data clearly indicates that we must continue to focus on literacy, numeracy and social competencies. Our review will determine how this will be undertaken and will cover aspects such as teacher professional development, student needs and the implementation of Department of Education initiatives and policy.

Financial Performance

<b>Financial Performance for the year ending 31st December, 2006</b>	
<b>Revenue</b>	<b>2006 Actual</b>
DE&T Grants	\$326,134.14
Commonwealth Government Grants	\$97,557.91
State Government Grants	\$5,550.00
Other	\$46,239.77
Locally Raised Funds	\$276,768.03
<b>Total Operating Revenue</b>	<b>\$752,250.85</b>
<b>Expenditure</b>	
Salaries and Allowances	\$80,611.59
Bank Charges	\$15.00
Consumables	\$88,012.10
Books and Publications	\$13,571.50
Communication Costs	\$9,081.69
Furniture and Equipment	\$32,947.00
Utilities	\$23,210.25
Property Services	\$104,523.90
Travel and Subsistence	\$33,389.63
Motor Vehicle Expenses	
Administration	\$5,557.95
Health and Personal Development	\$303.50
Professional Development	\$30,708.64
Trading and Fundraising	\$101,231.26
Support/Service	\$77,056.02
Miscellaneous	\$53,758.77
<b>Total Operating Expenditure</b>	<b>\$653,980.80</b>
<b>Net Operating Surplus/- Deficit</b>	<b>98,270.05</b>
<b>Capital Expenditure ( Cases 21 Finance Only)</b>	<b>\$19,685</b>
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

<b>Financial Position as at 31st December, 2006</b>	
<b>Funds Available</b>	<b>2006 Actual</b>
High Yield Investment Account	\$47,865.78
Official Account	\$15,991.87
Other Bank Accounts( listed individually)	
<i>Victoria Teachers C.U</i>	\$200,000.00
<i>(insert)</i>	
<i>(insert)</i>	
<b>Total Funds Available</b>	<b>\$263,857.65</b>
<b>Financial Commitments</b>	<b>2006 Actual</b>
Accounts Payable Control	
Camps/Excursions	\$1273.00
Building/Grounds including SMS	\$103,028.00
Special Programs inc Student Services	\$10,051.00
Region /Clusters Funds	\$0.00
Professional Development	\$14,367.00
Other (Major Asset Planning)	\$15,542.00
Other (Pre-payment Books/Fees)	\$16,245.90
Other (Canteen/ASC/Uniform)	\$28,773.00
Other (Parents Club)	\$10,169.00
School Operating Reserve	\$64,408.75
<b>Total Financial Commitments</b>	<b>\$263,857.65</b>

All our priorities have been supported with resources – this includes teachers for specific programs – eg funding a support teacher for boys behaviour group; literacy and numeracy aides; funding equipment and professional development for staff.

We are currently in a very strong financial position. We have been able to set aside significant funding to support our new building project (to be expended in 2007) and have funds to provide for the replacement of major assets, including ICT equipment. Our community is very supportive of our fundraising efforts.

School Contact Information

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Web site:	<a href="http://www.werribeeps.vic.edu.au">www.werribeeps.vic.edu.au</a>

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Lyn Tout, Sue Elliott or Rosemary Doherty).