

Annual Report to the
School Community



Victorian Government Schools

School Overview

Werribee Primary School is the oldest school in Wyndham, having provided education to the community for over 150 years. The school is situated in the original township of Werribee, many of our students are second and third generation – one family being sixth generation. The school caters for a diverse range of students – about 10% of the student population is funded through the DE&T Program for Students with Disabilities (vision, physical, intellectual disability, severe behavioural disorder, language disorder and autism): several children who are achieving well above the expected levels: parent occupation and economic well being is also quite diverse and in the last couple of years the number of children with limited or no English has been increasing.

We have strong connections with both services and businesses in the community; this includes working with organisations such as the Werribee Zoo, aged care facilities, local council, child support agencies, etc. Our immediate school community works hard to ensure that our buildings and grounds are maintained at a high level, despite inadequate funding from DE&T. A strong, yet small group of families assist the school in classrooms, in the canteen, running the bookclub, supporting interschool sport, camps and excursions and providing a strong fund raising source, which enable us to provide a wider range of programs for our children, in particular funding a large percentage of our computer lease. A strong working relationship has been developed over the past three years with the Innovations and Excellence Cluster group – involving principals and middle years teachers from Werribee, Iramoo and Thomas Chirnside Primary Schools and Werribee Secondary College, the focus of this group being to provide a seamless education for children in the middle years.

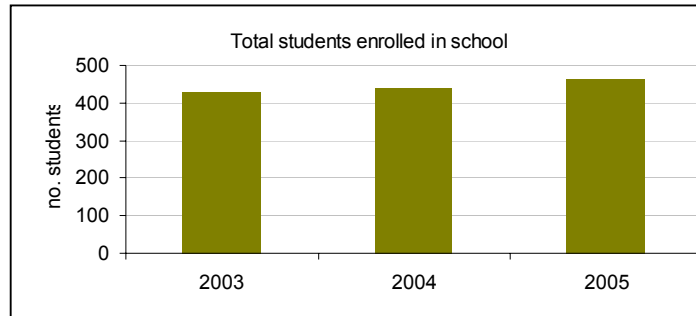
Our enrolment was 463 on census day – as is the usual trend at WPS we had a number of enrolments and transfers throughout the year – with enrolment peaking at 471 towards the end of the year. We conducted 20 classrooms, specialist art, LOTE(3/4), IT(5/6) and physical education programs. Intervention was undertaken in literacy by a .5 Reading Recovery teacher and two literacy aides .6 each. Numeracy intervention was undertaken by a numeracy aide .4. In 2005 we developed a partnership with Western Autistic School who supported us in developing a base room that operated 3 mornings per week, providing programs that were specifically developed for children on the ASD spectrum. Several of our more able children attended the Gateways program and the science investigation days at Laverton to extend their learnings. 15 integration staff at a variety of time fractions support our children with disabilities. The leadership team of the school consisted of Principal, Assistant Principal and 3 Leading Teachers, whose roles included Integration, Curriculum Leadership, Assessment and Reporting, Maths Convenor and Student Welfare.

Werribee Primary School is about students, staff and parents working in partnership to develop skills, attributes and the capacity to meet life's challenges and become confident, productive and fulfilled members of society. The programs developed in the classrooms focus on literacy, numeracy and social competency skills – with particular emphasis on living our school values of courtesy, responsibility, cooperation and respect. Our children have experienced success in a number of fields – performing and visual arts, sporting activities, and the daily academic area.

Attendance continues to be a major focus of our school, our absenteeism is above both state and like school groups. We have employed a part time worker who works with families to assist them with issues that may be preventing the child coming to school. This has helped with some of the issues however we need to continue to work hard in this area.

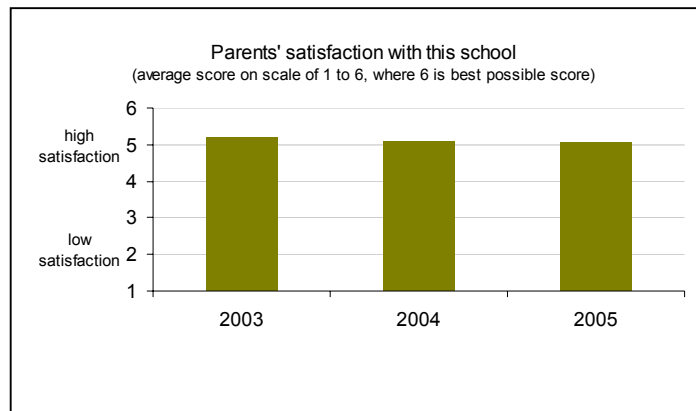


DEMOGRAPHICS



We note a steady increase in our overall enrolments over the past three years; projected enrolments indicate that this will continue until 2010. School Council may need to discuss with Region the possibility of placing a ceiling on enrolments due to the limited playground space available.

GENERAL INFORMATION



Overall parent satisfaction has remained constant over the past three years – marginally above 5. When unpacking the survey parents are generally happy with the quality of teaching, school parent- relations and school climate but unhappy with school facilities and resources and lack of extra curricular activities. Once we complete stage 2 of our Masterplan I believe this will impact on the facilities and resources result. More publicity of the range of extra curricular activities may ensure that a wider group of parents are aware of what we offer.



Parents involved in the school - canteen helpers.

Principal's Report

2005 was a big year in the history of Werribee Primary School – the year we celebrated providing education to the community of Wyndham for 150 years. We also thanked Mrs Elliott, our Assistant Principal, for her 25 outstanding years of service to our school.

2005 saw significant changes to our staffing with 4 new teachers and four new integration aides beginning the year and an additional five teachers joining us throughout the year as some of our permanent staff took leave. Tracey Gudde (front office), Jill Kelly (integration aide) and Mary Barron (RVIB teacher) resigned. Sadly early in the year we said a final farewell to a recently retired member of staff, Mr Russell Clarke. Russell lost his battle with cancer in February. Russell's contributions to Werribee Primary School had been significant over a number of years.

A major feature of Werribee Primary School is the community working together to achieve the best for the children in our care – this has included:

- our school captains – who provide strong role models to other students and undertake a number of responsibilities around the school;
- our School Council, once again worked tirelessly to ensure that we maximised every opportunity for our learning community and that our facilities were maintained at a very high standard;
- our Parents and Friends group who yet again were successful in reaching their fund raising target and providing social opportunities for the members;
- community groups and businesses, such as Rick Wolany Toyota, Werribee RSL and Werribee Lions who support our camps and excursions programs;
- our staff who work hard to ensure that all our children are receiving the best learning opportunities available to them;
- our parents who help in numerous ways.

As principal of the school I get to see all aspects of the school and it is the daily successes that I see in the classrooms that give me the most joy – daily, children conquer another milestone, achieve their personal best, complete something they previously had been unable to do and just give it their best shot. We have been able to showcase some of these achievements in a variety of ways:

- on the sporting fields – second in WPSSA swimming championships, winner of netball round robin to name a couple;
- on the stage – both performing and visual arts presentations;
- on the academic front – with several of our children working above their expected level;
- displays around the school – of the great work done by our children in their classrooms and specialist programs.

Whilst we have made a number of improvements throughout 2005, especially in the junior school reading benchmarks, we still have a number of areas to continue to work on, these are discussed further into the report. We must continually strive to work together as a community to improve what we are doing to ensure that we are providing the very best opportunities for our children to enable them to develop skills, attributes and the capacity to meet life's challenges and become confident, productive and fulfilled members of our society.

Lyn Tout
Principal

School Council President's Report

On behalf of the entire school community I pass on to Lyn Tout, the leadership team, teaching and support staff my sincere thanks for the continued dedicated efforts in providing a rich learning environment to the students of Werribee Primary School.

My thanks and praise also goes to the parent members of the school council for the time they give to support the school and their efforts in maintaining a strong school community that takes pride in academic, sporting, cultural and community endeavour.

Throughout 2005 the staff and school council became familiar with several new initiatives from the Department of Education that take effect in 2006:

- Victorian Education Learning Standards
- Student Report Cards
- School Self Evaluation Reporting
- School Accountability Implementation Plan

Werribee Primary School also moved forward with its own initiatives in:

- formalizing an agreement with Western Autistic to improve the learning opportunities for children with Autism Spectrum Disorder
- introducing additional resources aimed at increasing the regular attendance of children at school
- forming a research and learning cluster with Iramoo Primary School, Thomas Chirnside Primary School and Werribee Secondary College to enhance the professional development and staff network across the four schools.

Each of these initiatives were undertaken to improve the learning opportunities of the children and improve the professional skills of the staff. Werribee Primary School will continue to build relationships and partnerships to increase the learning resources that are available to both the general and specific needs within the students.

In addition to the education initiatives, school council maintained a key focus on the need to continue the improvement in the infrastructure and facilities of the school. Throughout 2005 school council conducted an energetic campaign to remind all relevant areas of government of the need to upgrade classrooms, toilets and outdoor areas. The results were the receipt of a grant to improve toilet facilities and funding for the planning stage of additional permanent classrooms.

Thanks also to the families of the students for their continued support of the school. Working Bees, fundraising, excursions, sports programs and many other activities are well supported and provide a strong message of encouragement to the students and staff.

Werribee Primary School opens itself to the community so that the students can gain learning opportunities from a wider source than the classroom curriculum. It is pleasing to see the community respond so well to the school.

Phillip Morley
President
School Council

Student Progress and Achievements

Student Learning

Last year we set out to improve student learning in both Literacy and Numeracy. Looking at our Early Years data we continue to improve on our results for the P/1/2's however our year three to six results continue to fall below school targets and state wide benchmarks. On looking at our AIM data for the Year three 2003, Year five 2005 cohort there have been a significant number of children who have either left the school or are new to the school. Only 63% of the year 5(2005) children were at the school in 2003. This represents a difference of 17 children and a matched cohort of only 2/3 thirds of the children in year 5 in 2005. This change in cohort must directly impact on our results. Regardless of any distortion in the results, on examining our data a number of strategies were put in place to assist us in achieving our targets.

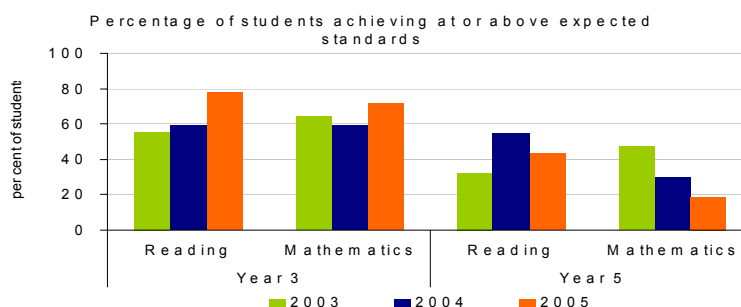
All children considered at risk in Literacy were placed on Literacy intervention and Reading Recovery lists. Our Literacy intervention programs targeted Year 1 children (not on R/R list) and year 2,3,4,5 and 6 children as identified by teachers CSF data and AIM results. The children on these programs were also placed on Individual Learning Plans which are revisited each term and discussed with parents at Parent Teacher interviews.

Children considered at risk in Numeracy were placed on list for a Numeracy intervention program. This program runs 5 days a week and caters for children from year 1 to 6. We have had notable improvement in the children's understanding of number since being included in this program and it is intended to extend this program in 2006.

Last year it was decided that all Prep children would be screened by a speech pathologist to provide us with an early indication of children who may be at risk and requiring an Individual Learning Plan. A number of children worked in small groups on the language disorder program designed and coordinated by our speech pathologist, these small groups include children with and without identified language disorders. This program has been successful; however we believe we will see a more significant impact from this program in 2006 as our staff become more skilled in delivery.

We also have a small number of children in the school with extremely challenging behaviours. These children are having a significant impact on our classrooms as their behaviour can be very disruptive and interfere with other children's learning at times. A lot of effort and resources have been and will continue to be put into programs to assist these children in having a meaningful and productive time at school. Teacher's are continually working on moderation of children's work and reaching common understandings.

STUDENT LEARNING



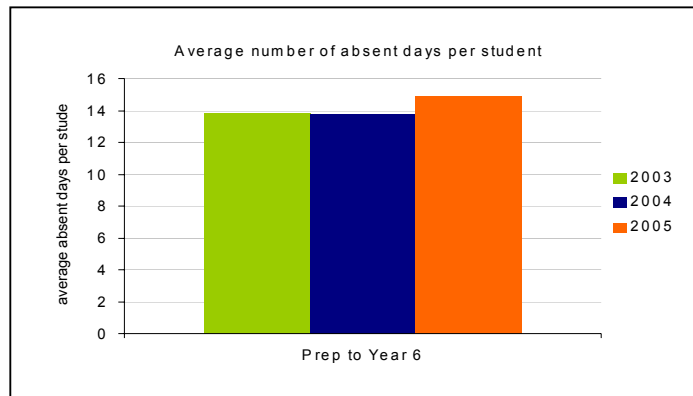
Students who participated in the AIM at the same school data (Matched cohort):

Year 3/5 Matched cohort	Yr 5 students Participated (n)	Students in matched cohort (n)	Matched cohort (%)	Average growth (CSF units)	
				Complete school	Matched cohort
Yr3 2001/Yr5 2003	40	29	73%	0.8	0.8
Yr3 2002/Yr5 2004	64	40	63%	0.7	0.7
Yr3 2003/Yr5 2005	46	29	63%	0.9	0.6

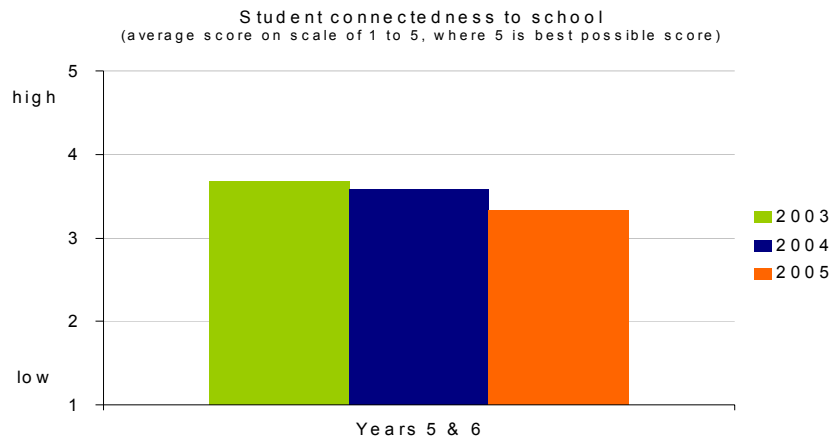
Student Engagement and Wellbeing

The issue of Attendance continues to be a major concern for our school.

STUDENT ENGAGEMENT AND WELLBEING



We employed a .2 EFT school liaison person during 2005 to work with families of children who had chronic absenteeism. Several children were assisted via this program, however our absenteeism overall continued to increase. On analysing data it is evident that there are more children having absences rather than the number with chronic absenteeism increasing, with high numbers of children having up to 10% absenteeism. It appears that boys in the junior school have more time off than girls, in the middle school it is fairly even and in the upper school more girls than boys have time off. A number of the absences have been due to extended holidays and children taking days off for unacceptable reasons (with parent permission) such as a child's birthday or to buy new shoes. This will need to be addressed through parent education in that such absenteeism is affecting the child's education



The above graph presents the mean score from the responses gained from children in years 5 and 6 when asked to respond to three statements (I enjoy the work I do at school, Learning in school is fun and I look forward to going to school 1 = strongly disagree 5 = strongly agree). There has been a marginal decline in the mean for these questions over the past three years. Further analysis of this data indicates that girls are more connected to school than boys and year 5 girls are more highly connected than year 6 girls. The findings of the WITS (Innovations and Excellence Cluster) have been unpacking a range of understandings and learnings that address connecting middle years students with schooling. These findings will be implemented over the next two years and it is hoped that this will make an impact on the connectedness of our year 5 and 6 children.

Student Pathways and Transitions

We have identified a number of specialised pathways for cohorts of children across our school. These include children with disabilities and children with special interests.

- During 2005 we established a partnership with the Western Autistic School. This enabled us to establish a base room that operated three mornings per week with specialised programs for children on the autism spectrum in the areas of literacy and social competencies. This program was well received by both parents and teachers and the children showed improvement in their specific goals as outlined in Individual Learning Plans.
- We continued to employ a speech pathologist at a .5 time fraction. This ensured that the children with identified language disorders had programs that supported their learning and assisted them with other aspects of the curriculum. We were able to complete a language screening of all our Preps and implemented early intervention strategies where needed. A large number of small groups were established to ensure that children experiencing language difficulties were supported in their learning.
- Several of our more abled children worked in higher year levels for literacy and/or numeracy sessions thus giving them the extension work they required.
- Our more abled children were given the opportunity to attend the Gateways program – designed to challenge their thinking skills.
- All children with special needs had Individual Learning Plans that outlined specific educational and/or behavioural goals.
- Special interest groups were held at lunch time – these included chess club and bat tennis challenges.

Transition programs are conducted at both the Prep and year 6 levels of the school.

- We conduct transition sessions during term 4 for children beginning their schooling in the following year. This is done in conjunction with local kindergartens and is beneficial both for the children, who get an idea of what school is about, and for the teachers, who get to know the children and identify their needs.
- Our year 6 children attend transition sessions with the local secondary schools, this includes a full day at Werribee Secondary College for all year 6 children and another day at their chosen secondary school. The feedback from students and parents is that these days are worthwhile.



Sharing our learnings with the community.

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school office.

Future Directions for the School

Our key educational improvement strategies for 2006 centre around developing strong teaching and learning practices across the school that encompass the Victorian Essential Learning Standards, particularly in the areas of English and mathematics. The strategies are designed to improve:

- student learning outcomes,
- student engagement and connectedness with the school, and
- programs that cater for the diversity of our student population.

Projects that are to be undertaken in 2006 include:

- Teachers being involved in programs that directly look at the science of teaching, including the Ped20 professional leave program, Learning by Design with RMIT and the WITS Keys to Excellence program.
- Student engagement strategies including a review of the school's Discipline policy (led by a staff project team) and a partnership with Travancore School (CAMHS)
- Involvement with Royal Children's Hospital on emerging conduct disorders in children the Prep to year three group.

The school will continue to focus on providing the best physical facilities and improve the learning environment for our community. This will be addressed by:

- Continuing to pursue funding for stage 2 of our buildings Masterplan;
- Conducting regular working bees that involve the school community in maintaining our facilities;
- Beginning the construction of the sensory garden on the Werribee St and Deutgam St corner of the school.

Resource management will remain a focus area. The education improvement strategies and improved learning environment can only be achieved by additional resources – money in most instances. We will continue to ensure that adequate funds are available to resource our improvement strategies and actively seek appropriate additional funding and/or partnerships whenever the opportunity arises.



Learning communities at Werribee Primary School.

Summary of School's Financial Performance

Budget targets were met and exceeded in areas of parent support for fundraising and voluntary contributions. The parent community is to be congratulated for this result.

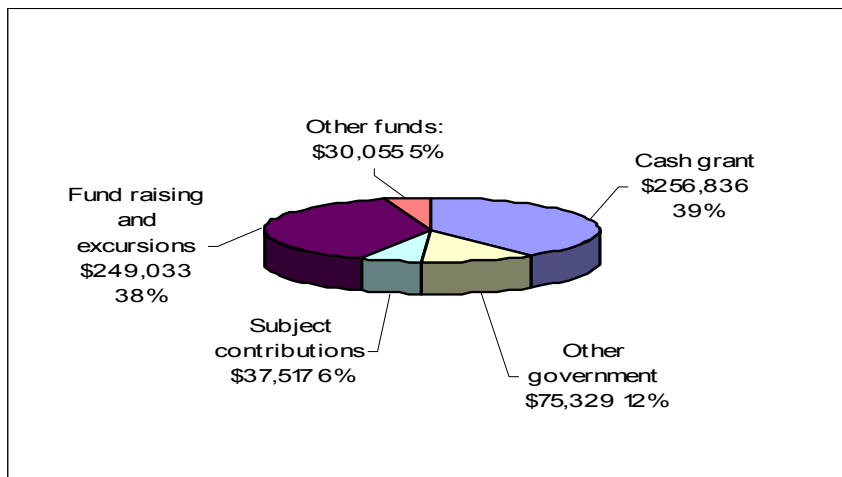
The audit report on the financial statements did not record any issues of significant concern. This is a credit to the management of the school's financial records by Julie Parker and the financial governance of school council.

A modest surplus was recorded for the year in accordance with the annual budget. Recognising that many families in the school community have limited financial resources, school council does not set overly ambitious targets for the annual school budget. However annual surpluses ensure that the school can be well resourced in the future and take on essential projects to maintain or improve facilities. The current plans of school council are to build and maintain surplus funds that will be invested and applied at the appropriate times towards:

- replacement of major assets such as printers and copiers on a regular cycle
- restoration of school grounds after major building projects
- creating a Sensory Garden at the front of the school, and
- installing air conditioners in the next stage of permanent classrooms.

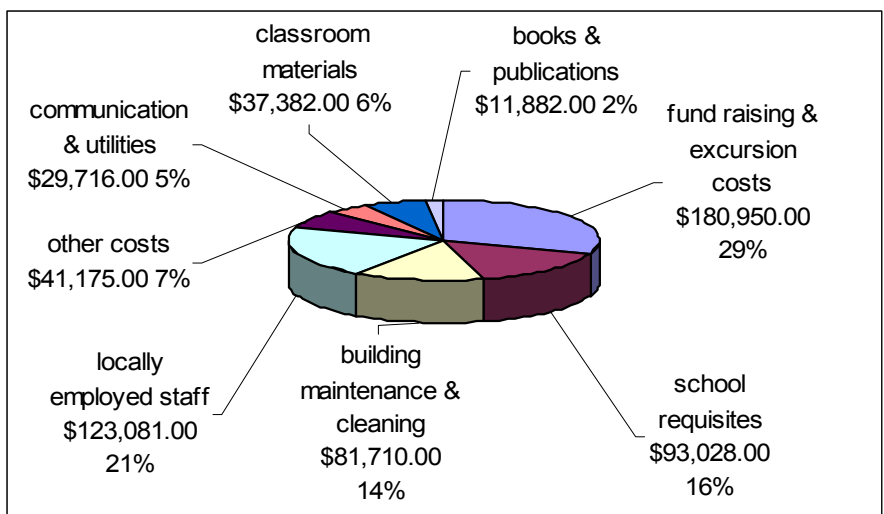
RECEIPTS:

This school received \$648,770 in funding. This consisted of the following:	
Government provided funds:	
Cash grant	\$256,836
Capital works	
Other government	\$75,329
	\$332,165
Locally raised funds:	
Subject contributions	\$37,517
Fund raising and excursions	\$249,033
	\$286,550
Other funds:	\$30,055
Grand total	\$648,770



EXPENDITURE:

The school's expenditure for 2005 was:	
Fund raising & excursion costs	\$180,950
School requisites	\$93,028
Building maintenance & cleaning	\$81,710
Locally employed staff	\$123,081
Other costs	\$41,175
Communication & utilities	\$29,716
Classroom materials	\$37,382
Books & publications	\$11,882
Grand Total	\$598,924



School Contact Information

Address:	Deutgam Street Werribee 3030
Principal:	Lyn Tout
School Council President:	Phil Morley
Telephone:	9742 6659
Email:	werribeeps@edumail.vic.gov.au
Web site:	www.werribeeps.vic.edu.au