

2020 Annual Report to The School Community



School Name: Werribee Primary School (0649)



- 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 2020 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 21 April 2021 at 09:45 AM by David Quinn (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 April 2021 at 02:54 PM by Liam O'Brien (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Werribee Primary School was established in 1855, it has been on its present site since 1919. It is situated within the original residential area of Werribee and is in close proximity to the retail and commercial centre. The school is on a small site with four main roads creating its boundary. The school enrolment in February 2020 on Census Day was 588 and grew to 600 students in December. The school population is diverse, including a high number of English as an Additional Language students, refugee families and children with special needs. Our overall socio-economic profile is in the Medium range.

Our workforce composition in 2020 had 52 equivalent full-time staff: 2.5 principal class, 34.4 teachers and 15.1 Education Support Staff.

Werribee Primary School's school vision empowers as an inclusive learning community that strives for excellence. Our values of Resilience encourages our community to learn from challenges and maintaining a positive attitude, Respect is about caring for ourselves, others and the environment and Responsibility reminds us that we are accountable for our actions and our learning. Our school vision and values guide the decisions and behaviours of all members of our school community.

2020 was the first year of the 2020-2023 School Strategic Plan. Our major focus areas were improving student outcomes in Literacy, Numeracy and Student Voice, Agency and Leadership. We continue to strive to make progress and improvement in these areas and foster positive learning experiences for all our students. Our teachers plan and work in a collaborative environment with a collective responsibility for all students. This is achieved through Professional Learning Communities with a focus on data and evidence to improve student outcomes and drive the teaching and learning programs in all classes.

We continued to embed School Wide Positive Behaviours, Restorative Practices, the Berry Street Education model in the area of Student Engagement and Well-being, including the introduction of Respectful Relationships in 2020. A special inclusion to our school environment is 'Ted' a Labrador pup, who is part of our Well-being team. In his role as a 'Helping Dog', Ted interacts with students at our school to increase and develop their understanding of responsibility, empathy and nurturing. We also celebrated the success of our student robotics team, the 'Watt Wasps', when they progressed to the LEGO tournaments National Championships - South Round, here they competed against other teams from Victoria, Tasmania and South Australia.

Framework for Improving Student Outcomes (FISO)

Our 2020 Annual Implementation Plan (AIP) set priorities from FISO in the areas of Excellence in Teaching and Learning and Positive Climate for Learning. The high impact improvement initiatives selected and Key Improvement Strategies (KIS) included:

Goal 1: Improve learning outcomes in Literacy

We were able to continue to deliver on some of our AIP actions relating to Literacy, however we had to modify our approach to actioning components of our key improvement strategies.

Our KIS was to implement a consistent instructional model supported by effective teaching practice in Literacy.

- Since the need for remote learning occurred and no face to face teaching was possible, our focus changed from classroom-based coaching in the instructional model, to PLC based coaching in the planning of an effective Literacy program.

- All teams were supported with feedback on their remote teaching and learning plans prior to transitioning back to onsite learning.

- With the return to onsite learning, our focus in Reading was redirected to the consistent implementation of the instructional model.

- Using an action research approach, two teams were identified at the start of the year to trial new initiatives in Writing, with a view to formalising new structures and processes in Term 4.
- School wide implementation is scheduled for 2021, and will include the redevelopment and implementation of the instructional model in Writing.

Goal 2: Improve learning outcomes in numeracy

We were able to continue to deliver on some of our AIP actions relating to numeracy, however we had to modify our approach to delivering components of our key improvement strategies.

KIS 2a: Further develop existing, and identify new, instructional practices that will support the provision of an effective Numeracy program

To support this we:

- created one-page document summarising instructional model
- implemented formal teaching and learning cycles in Foundation and Year Three focusing on Instructional Model practices
- new learning goals format developed for whole school consistent monitoring, ready for trialling in Year 2 and Year 4 in Term 3
- whole school Google Sheets tracking of learning goals for cohorts (linked to individual learning goals booklets)

KIS 2c: Build teacher capacity to deliver an effective Numeracy program

To support this we:

- conducted a resource audit to ensure all classrooms contained manipulatives required to support teaching and learning program
- developed documentation around coaching cycle
- conducted initial observations, utilising teacher self-assessment documentation to support the creation of individual goals
- supported PLCs in planning, particularly during remote learning, in order to deliver an effective remote learning program
- guided PLCs in developing a sequence of learning for Numeracy concepts
- supported teachers with data analysis to identify student needs
- updated and revised HRS planning documentation to support curriculum planning and sequencing

We were able to implement the following actions in Literacy and Numeracy focusing on developing highly effective Professional Learning Communities (PLC) practices and processes.

Our Leading Teachers and Learning Specialists:

- supported PLCs in planning during remote learning (including during the remote learning period)
- supported PLCs to establish consistency in planning through the use of the curriculum planning guide
- incorporated PLC improvement cycle into meeting agendas to ensure effectiveness and planning at point of need

Goal 3: Improve student voice, agency and leadership

We were able to deliver on some of our AIP actions relating to Student Voice, Agency and Leadership, however some AIP actions were modified or re-structured to be a priority in 2021.

The actions we were able to implement were:

- conversations with teachers/leaders and student leaders to assess current situation and establish goals/activities for focus over remainder of 2020
- establishing regular meetings with 2020 student leadership team
- developing roles and areas of focus for student leaders for remainder of 2020

Achievement

During remote learning staff were flexible and able to learn new systems for communication and resource sharing in a very short time. As a staff we were very impressed with how students proved to be resilient and more independent than first anticipated.

Feedback received from families indicated that they felt that teachers supported them with structure, clear lesson plans, allowing flexibility, helpful feedback and resources/video links to assist their child with their learning. They also

expressed appreciation for the support received and assistance in providing strategies to establish a calm learning environment at home which enabled families to feel better equipped to focus on assisting their child with their learning tasks.

Teacher Judgement of student achievement during 2020 shows that students in Foundation to Year 6 achieved in English 77.6% at or above age expected standards and in Mathematics 74.9% at or above age expected standards. Unfortunately due to remote and flexible learning constraints full data sets were not available to further highlight student progress. The children enrolled under the Program for Students with a Disability showed progress at a satisfactory level with the support of their classroom teacher, Education Support staff and through the guidance of the Well-being Team and professional support agencies when required.

Staff were able to provide professional support to colleagues by:

- delivering effective Professional Development to staff in relation to the Numeracy Instructional Model and using DET resources (ie.FUSE)
- working with teams on Literacy/Numeracy and setting direction to deliver best possible curriculum (delivery of Essential Learning and Guaranteed and Viable Curriculum)
- unpacking and analysing data and setting goals for future Teaching and Learning
- ensuring consistency across the school in the implementation of the Instructional Model in Reading, Writing and Numeracy
- maintaining an action research approach to school improvement

Future planning in 2021 to include:

- working with Leading Teachers/Learning Specialists, teachers, students and leaders around goal setting and feedback
- developing processes to work with both teachers and students to develop student agency in Teaching and Learning and to also have students develop the capacity to measure and track their own growth
- delivery of Professional Learning where needed
- regular meetings and conversations with Leadership re: “visible and trackable co-constructed goals”
- to look at continuing to use platforms used during remote learning to communicate with parents and also share resources, samples of student learning, goal setting and celebrate student learning. (i.e. Class Dojo, Xuno proved to be an effective and easy way to do this)

Engagement

Following remote learning and our return to school we surveyed staff, parents and students. The results were shared with our Education Leadership Team and PLC Leaders (who were able to individually access the results and discuss further with their teams).

To support student engagement during remote learning and through the transition back to onsite learning our actions involved:

- staff working hard to have systems and processes up and running for remote learning
- offering students access to resources and learning tasks when back at school?
- being mindful of students who were used to the structure of remote learning particularly when introducing new content
- developing stamina when returning back to school
- continuing to provide mindfulness activities to support student well-being
- providing relationships skills for students returning to school, as they came back and had to re-established friendships and learn how to interact with each other all over again
- protocols were developed for teachers to communicate with families
- re-establishing routines, structures and culture at school
- attendance continuing to be monitored daily during remote learning and back onsite and our attendance team followed up and supported families as the need arose

Our attendance rate for the average number of absence days of students in Years Foundation to 6 during remote and flexible learning was (11.1) better than that of similar schools (14.9) and the state (13.8). As a staff we implemented a response to student absenteeism by documenting any family that had made no contact for three days either by accessing the learning or responding to contact made by the classroom teacher. These students and families were referred to the Principal or Assistant Principals and the Well-being Team to follow up and offer support where needed.

Wellbeing

Our staff and Well-being Team supported our community by identifying students and families ‘at risk’ and vulnerable and also other students or families who required additional support.

The Student Health & Well-being Team listed all students/families and developed processes to monitor and support these students/families on a regular basis. This included:

- regular calls, check-ins and messages to parents by classroom teachers (initially to set up processes, technology, programs/platforms)
- regular check-ins with vulnerable families & for students not checking in (monitoring) –phone calls and Xuno
- escalating concerns where necessary to leadership for follow up and support
- Education Support (ES) staff as co-teachers provided support with phone calls and check-ins for students with additional needs

To assist families with remote and flexible learning our staff supported the community in the following ways:

- families were provided with structures and the flexibility to create own timetable to suit their needs
- development of a template as a weekly learning grid, that was implemented consistently across the school
- learning grids and weekly schedules were posted on the school's website on Friday afternoon so parents could read the planned learning prior to the start of the week
- families unable to access online, were provided with hard copy and home-packs of activities, including extra resource materials to support at risk students and depending on student/family needs
- identifying different engagement levels depending on family circumstances such as working from home, internet access, vulnerable status, language, parent etc and modify the curriculum as required
- Multicultural Education Aid (MEA) and English as Additional Language (EAL)Teacher provided support to EAL families via phone calls and onsite visits

Financial performance and position

Werribee Primary School maintained a very sound financial position throughout 2020. The 2019 – 2023 Strategic Plan, along with the 2020 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$302,490.

The balance of the school bank accounts at 31 December 2020 was \$317,526.80. \$232,977 of this was from 2020 unspent programs some of which was due to COVID-19. The balance is committed funds eg: unallocated receipts (CSEF), funds received in advance (2021 school fess) and staff association and cash reserve.

We had anticipated carrying forward a Credit surplus of \$120,000 to be used for 2021 staffing but \$51,000 of this was used to contribute to the Tutor Learning Program which reduced our Surplus to \$68,815 to be used for 2021 staffing. Revenue items include: Equity Funding, Swimming in Schools, Respectful Relationships, Planned Maintenance Program, Early Years Koorie Literacy and Numeracy Program, Student Excellence Program, Overseas Fee Paying Students, Camps, Sports & Excursions Fund (CSEF), Bank Interest, Local Community Grant for Turf Project, Commission, Hiring School Facilities and Camp Australia Licence Fees. The budget is also supported by family contributions.

The school’s overall strong financial position has allowed for works to be undertaken on the grounds and facilities

including:

- painting and new pin boards in Classrooms 1-6
- upgrading the Archive Room which included new shelving
- door and window upgrades in Business Managers Office, Library Storeroom and Room 21
- painting exterior of Room 21, Business Managers Office and Rooms 13 & 14
- 3 x new split system air conditioners
- ground works including the installation of artificial turf behind Rooms 13-16, a new gate near Room 13, tree works and new plants for our gardens.

To support our programs the school purchased over \$13000 in Library Books, Intervention books and Mathematics books. We also purchased a new server, 2 x new TV's and spent \$34000 on Computer Applications eg XUNO, Essential Assessment and the Student Reporting Package.

We continued to improve teacher knowledge with Read, Write Inc, Classroom Instruction that Works and St John First Aid professional development.

The school maintained 25 classrooms in 2020. We continued to employ a Speech Pathologist (Equity Funding), Intervention and Support Staff, (Equity Funding) and two Well-being & Engagement Leading Teachers to assist additional needs students/families.

The School Council of Werribee Primary School testifies that all funds received have been expended or committed to subsequent years to support the achievement of educational outcomes for students at this school.

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

<https://www.werribeeps.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.

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 590 students were enrolled at this school in 2020, 296 female and 294 male.

33 percent of students had English as an additional language and 2 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) which takes into account parents' occupations and education.

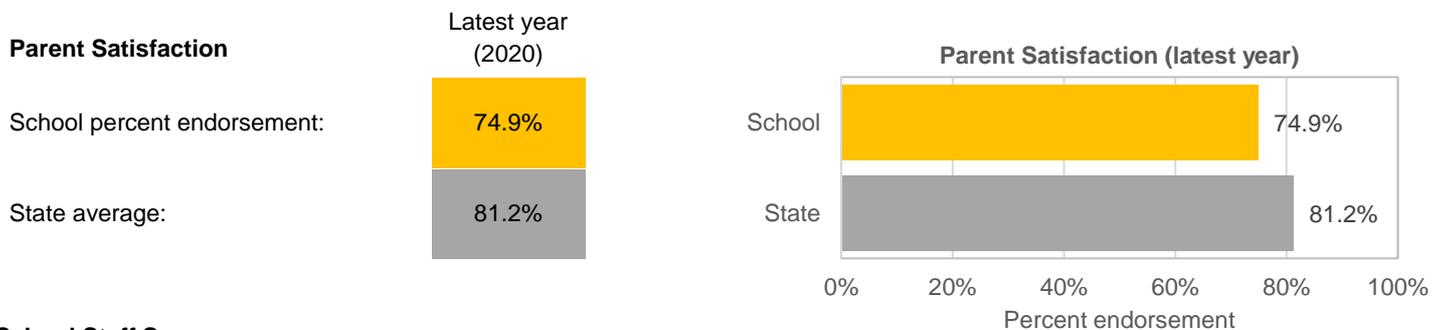
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

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

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

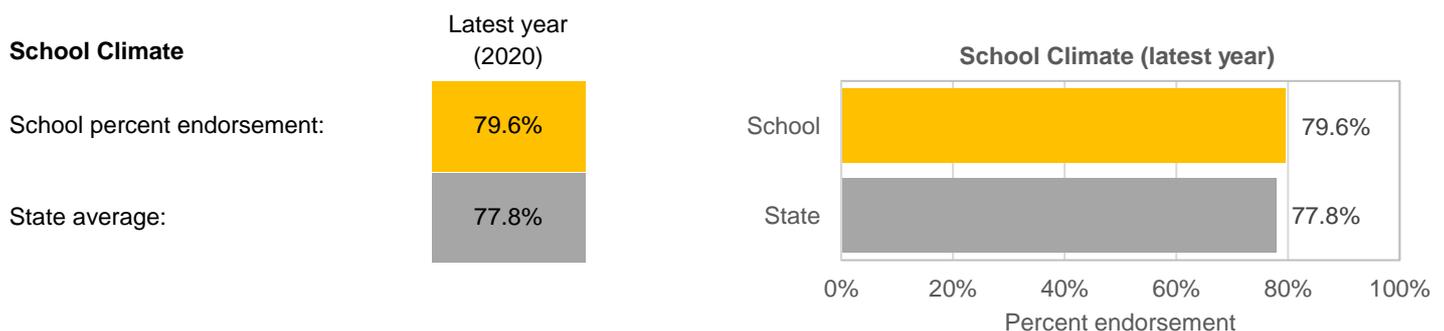


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

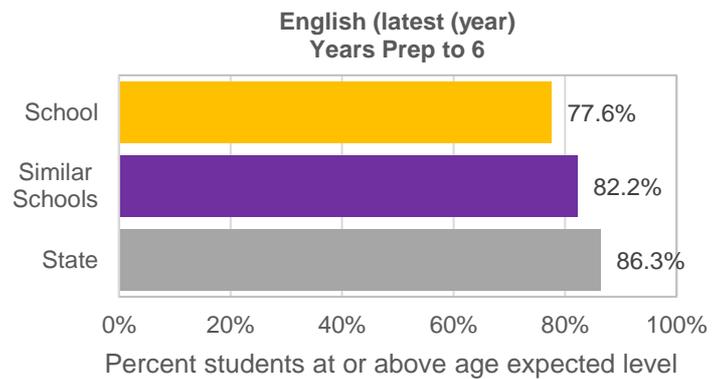
77.6%

Similar Schools average:

82.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

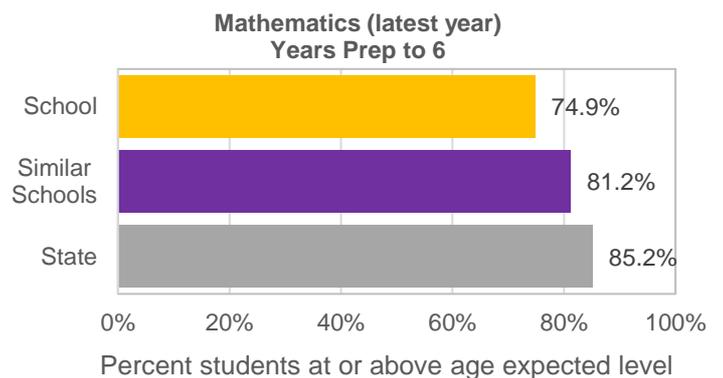
74.9%

Similar Schools average:

81.2%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

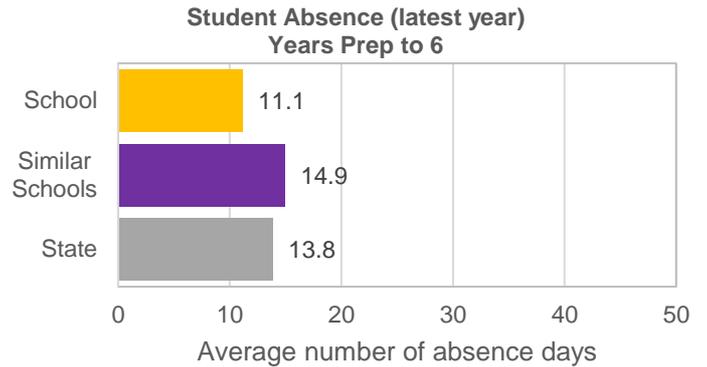
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.1	14.7
Similar Schools average:	14.9	16.2
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	93%	94%	95%	95%	95%	94%

WELLBEING

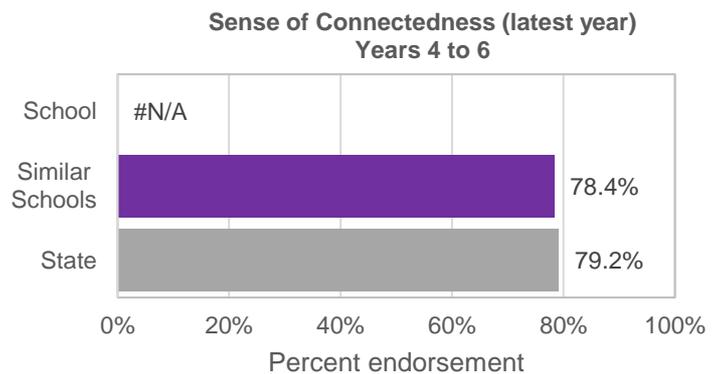
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.9%
Similar Schools average:	78.4%	79.7%
State average:	79.2%	81.0%



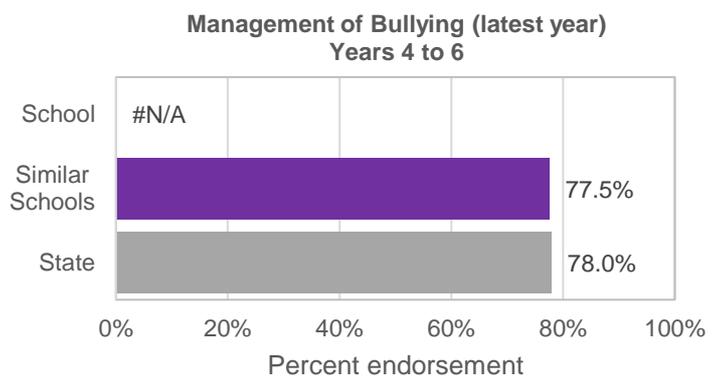
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.4%
Similar Schools average:	77.5%	79.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,371,277
Government Provided DET Grants	\$634,012
Government Grants Commonwealth	\$5,130
Government Grants State	NDA
Revenue Other	\$25,635
Locally Raised Funds	\$105,968
Capital Grants	NDA
Total Operating Revenue	\$6,142,023

Equity ¹	Actual
Equity (Social Disadvantage)	\$412,199
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$412,199

Expenditure	Actual
Student Resource Package ²	\$5,301,760
Adjustments	NDA
Books & Publications	\$13,397
Camps/Excursions/Activities	\$10,943
Communication Costs	\$5,048
Consumables	\$69,619
Miscellaneous Expense ³	\$9,548
Professional Development	\$14,985
Equipment/Maintenance/Hire	\$52,674
Property Services	\$112,513
Salaries & Allowances ⁴	\$84,919
Support Services	\$109,186
Trading & Fundraising	\$14,209
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$40,732
Total Operating Expenditure	\$5,839,533
Net Operating Surplus/-Deficit	\$302,490
Asset Acquisitions	\$52,075

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$291,987
Official Account	\$25,539
Other Accounts	NDA
Total Funds Available	\$317,527

Financial Commitments	Actual
Operating Reserve	\$76,631
Other Recurrent Expenditure	\$3,332
Provision Accounts	NDA
Funds Received in Advance	\$62,431
School Based Programs	\$56,071
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$10,642
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$209,107

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.