

2021 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 2021 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 29 March 2022 at 09:42 AM by David Quinn (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 April 2022 at 10:36 AM by Liam O'Brien (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

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

About Our School

School context

Werribee Primary School was established in 1855, it has been on the present site since 1919. It is situated within the original residential area of Werribee and is near the retail and commercial centre. The school is on a small site with four main roads creating its boundary. The school enrolment in February 2021 on Census Day was 566 and remained relatively stable with 572 students in December 2021. 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 had 53.7 equivalent full-time staff: This included 2.9 principal class officers, 36.9 teachers and 16.9 Education Support Staff.

Werribee Primary School's school vision states that we are 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.

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 continue to embed School Wide Positive Behaviours, Restorative Practices, and the Berry Street Education model in our Student Engagement and Well-being programs across the school.

Framework for Improving Student Outcomes (FISO)

Our 2021 Annual Implementation Plan (AIP) priorities were set by DET which included the following three Key Improvement Strategies (KIS):

- Learning, catch up and extension
- Happy, active and healthy kids
- Connected Schools

To support the implementation of these KIS, the following high-level actions were implemented with the support of our Assistant Principals, Leading Teachers and Learning Specialists:

- Develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support and extension. Establish small group tutoring programs.
- Review, implement and monitor the whole school approach to social-emotional learning and trauma informed practices.
- Strengthen and embed the school-wide approach to communication with parents and carers incorporating the new ways in which schools connected during remote and flexible learning.

Our actions and professional learning were delivered, however were impacted by COVID-19 and the associated government requirements. We modified our approach to suit remote and flexible learning and the return to being back onsite, face to face, incorporating the limitations of social distancing, following COVID Safe Schools policy and procedures by:

- Using technology effectively such as our student management system, XUNO, along with WEBEX video, phone contact, the school's website, email, Class DOJO and Google Classroom to assist with learning programs, communication, attendance, engagement and wellbeing.
- Modifying and tailoring our approaches to meet the needs of various cohorts, classes, small groups and individuals.
- Maintaining regular individual contact with students and families to support learning, engagement and wellbeing.

- Our Professional Learning Communities ensuring the essential elements for the curriculum continued to be delivered with high quality collaborative planning.
- Implementing a differentiated approach to student learning.
- Implementing DET's Tutoring initiative.
- Ensuring fun activities and special days were included to support engagement and wellbeing and to develop a strong sense of connectedness.
- A strong focus on the wellbeing and mental health of staff and students.
- Continued support from the school for at risk and vulnerable students. The school utilised the following supports: Student Support Services team, DET Behavioural Coach, Inclusion, Access and Participation, Early Childhood and School Support, GATEHOUSE, VACAA, DFFH, Allied Health professionals (Occupational Therapist, Speech Therapist, Psychologists), Better Place Australia counselling,

Achievement

In 2021 the school continued to work on improving student outcomes in Literacy and Numeracy as part of the Strategic Plan 2019-2023 and DETs priority goal .

During remote learning, staff were flexible and continued to utilise and adapt various systems including online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. As a staff, we were very impressed with how students proved to be resilient and independent.

Teacher Judgement of student achievement during 2021 shows that 76.4% of students in Foundation to Year 6 achieved at or above age expected standards in English and 75% in Mathematics. Due to remote and flexible learning constraints full data sets were not available to further highlight student progress.

Our 2021 NAPLAN results showed pleasing progress in many areas especially in Learning Gain from Year 3, 2019 to Year 5, 2021. Our High Gain results were better than Similar Schools in all areas except Writing. Writing presents an opportunity for improvement in the future. Our Year 3 Reading result for the percentage of students in the top three bands was higher than that of Similar Schools and the State. Our results in the top 3 NAPLAN bands for Year 5 Reading, Year 3 and Year 5 Numeracy were close to Similar Schools results but lower than the State.

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 where required.

Engagement

Our students' sense of connectedness, according to the Attitudes to School Survey, four year average of 76.9% was lower than similar schools (77.8%) and the state (80.4%) and this will be a future focus. Whilst much of the 2021 data is somewhat unreliable due to low participation rates. We placed emphasis on the transition between Year Levels, as well as Kindergarten to School Program, named "Happy Owlets Orientation Transition" (HOOT), and Year 6-7 transitions. Staff engaged in student wellbeing handovers to 2021 teachers and a thorough class placement processes.

To support student engagement during remote learning and through the transition back to onsite learning in 2021, our actions involved:

- developing and utilising systems and processes for remote learning
- developing stamina in students when returning back to school
- continuing to provide mindfulness activities to support student well-being
- providing relationships skills for students returning to school to re-established friendships and learn how to interact with each.
- developed protocols for teachers to communicate with families
- re-establishing routines, structures and culture at school

- incorporated special days for fun and to build a strong connectedness back to the 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 Foundation to Year 6 during 2021 was 13.4 days, better than that of similar schools (16.9 days) and the state (14.7 days). This increase in attendance has resulted from the use of variety of strategies, including the 'It's Not Okay to Be Away' Program and increased communication with parents about the impact of student absences on learning via the XUNO and Class Dojo. The school continued to review its attendance policy and protocols to ensure consistency across the school when following up absences from all staff. All year levels recorded and average attendance rate of 92% or greater with the Year 4 and Year 6 cohorts receiving an average attendance rate of 94%.

Wellbeing

In 2021, the Year 4, 5 and 6 teachers and our Wellbeing Team again unpacked the Attitudes to School Survey data with students to develop a more comprehensive understanding of the results. When looking at the Student and Parent Survey data, great care was taken when interpreting the data, due to low participation rates.

The school places a high value on student welfare and connectedness, investing resources in implementing a strong values program and a whole school approach to respond to behaviour, intervention and expectations. Additional programs have been resourced and implemented to support the wellbeing of students, for example the continued implementation of the Berry Street Program and School Wide Positive Behaviour Supports Program, Respectful Relationships Program and Food Bank Victoria. In addition to this we have developed partnerships with external agencies such as the Better Place Australia and Victoria University Student Social Work Program, whereby families are referred to receive support.

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. Through weekly meetings, at risk students were identified, received targeted support and monitored regularly. Staff met with identified families regularly to ensure that students were engaged in learning.

Working alongside students, teachers and our community we reviewed the School Matrix and values. In consultation with all key stakeholders, the process of updating commenced with the updated matrix being expected to be completed and shared in Term 2, 2022.

Finance performance and position

Werribee Primary School maintained a very sound financial position throughout 2021. The 2019 – 2023 Strategic Plan, along with the 2021 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 \$215,105.

The balance of the school bank accounts at 31 December 2021 was \$343,775. \$97,412 of this was from 2021 unspent programs some of which was due to COVID-19. The balance is the operating reserve \$90,137 and committed funds 156,226 eg: invoices awaiting payment, unallocated receipts (CSEF), funds received in advance (fees & uniforms), DET initiatives unspent due to COVID eg swimming and water safety, student excellence and school pride funds.

We had anticipated carrying forward a Credit surplus of \$70,950 to be used for 2022 staffing but \$35,475 of this was used to contribute to the Tutor Learning Program which reduced our Surplus to \$49,010 after reconciliation.

Revenue items include: Equity Funding, Swimming in Schools, Equipment Boost for Schools, Extended Koorie Literacy and Numeracy Program, Student Excellence Program, PMP Maintenance Program, School Led Works, Overseas Fee Paying Students, Camps, Sports & Excursions Fund (CSEF), Bank Interest, 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 facilities and grounds including:

- Upgrade to the Camp Australia building
- Painting rooms 7, 8, 13 & 14, admin, sickbay and laundry
- Carpet replacement in Rooms 7, 8, 13, 14, 15, 16, 17, 18, 19 & 20
- Storage cabinets in Administration foyer and passage
- A new phone system throughout the school
- New Split system in Staffroom, Library and Camp Australia building
- Pinboards in Rooms 8-16
- Ground works including a new ride-on mower, major clean of oval and tree maintenance

To support our programs the school purchased over \$17,000 in Library Books, 60 iPads, 2 new TV's, a new PA system and spent \$43,000 on Computer Applications eg XUNO, Essential Assessment and the Student Reporting Package. We continued to improve teacher knowledge with Student Voice and Agency, Accelerus Light, HSR refresher training and St John First Aid professional development.

The school maintained 24 classrooms in 2021. 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 566 students were enrolled at this school in 2021, 275 female and 291 male.

32 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).

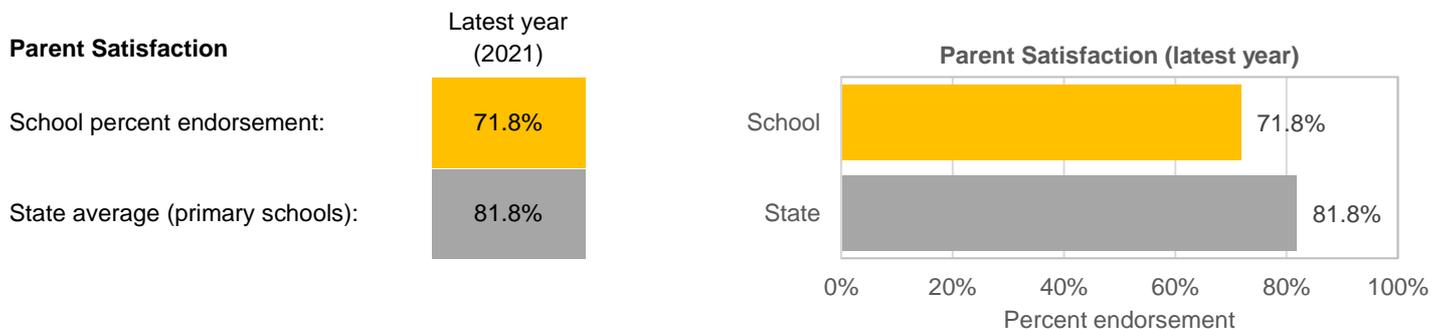
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

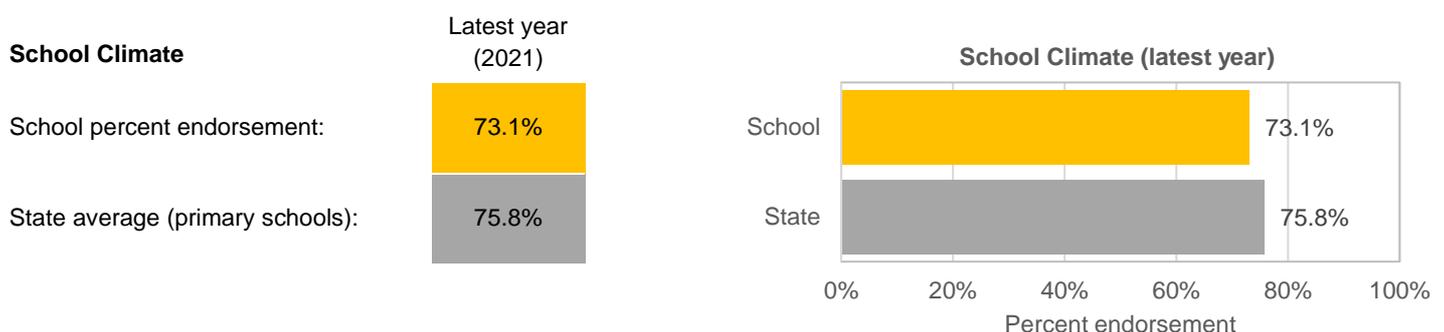


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

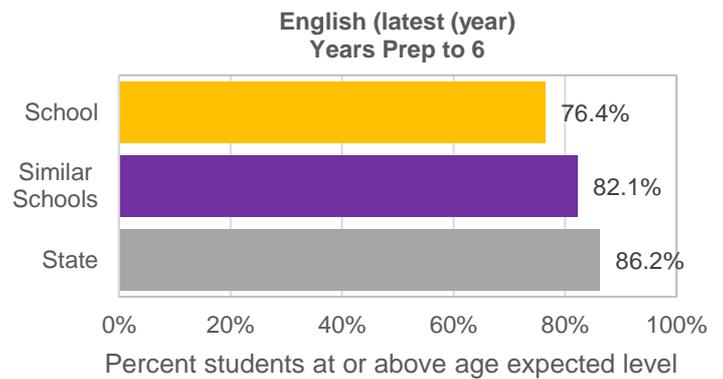
76.4%

Similar Schools average:

82.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

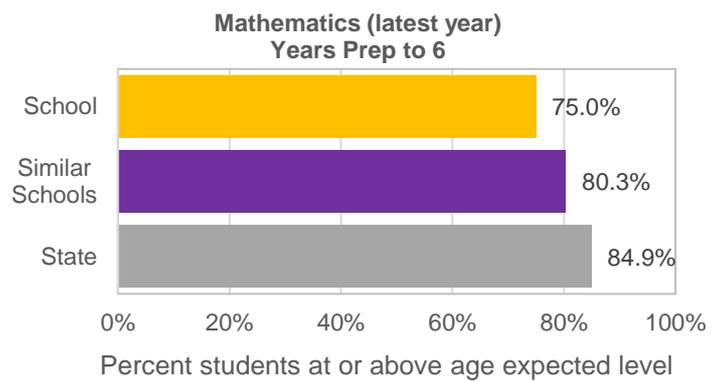
75.0%

Similar Schools average:

80.3%

State average:

84.9%



ACHIEVEMENT (continued)

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

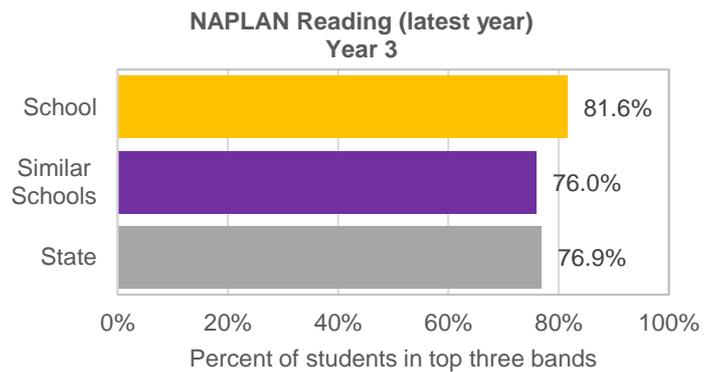
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

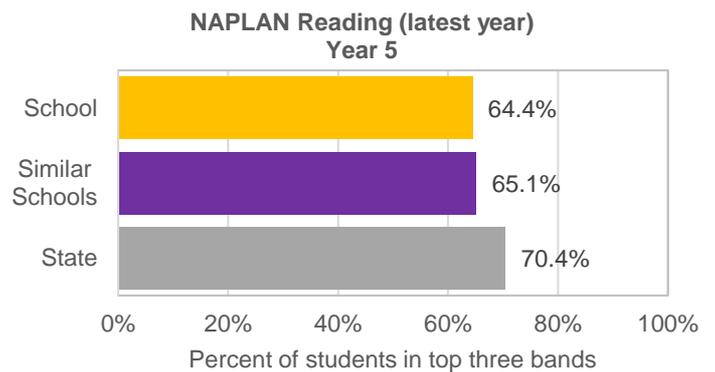
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.6%	73.8%
Similar Schools average:	76.0%	73.3%
State average:	76.9%	76.5%



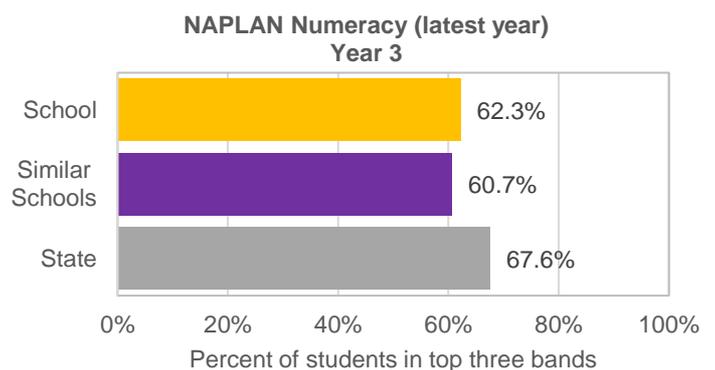
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.4%	58.4%
Similar Schools average:	65.1%	61.1%
State average:	70.4%	67.7%



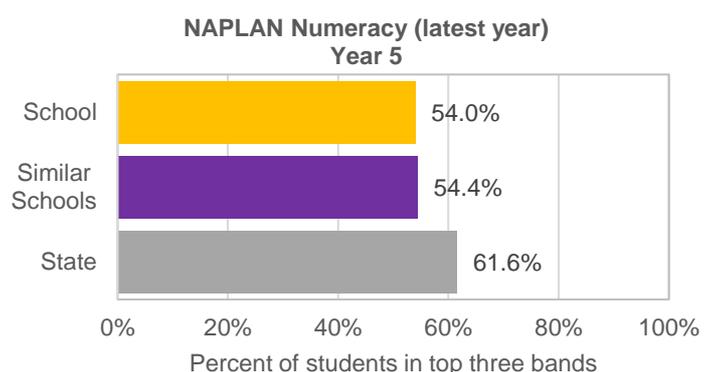
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.3%	57.9%
Similar Schools average:	60.7%	61.4%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.0%	48.5%
Similar Schools average:	54.4%	52.6%
State average:	61.6%	60.0%



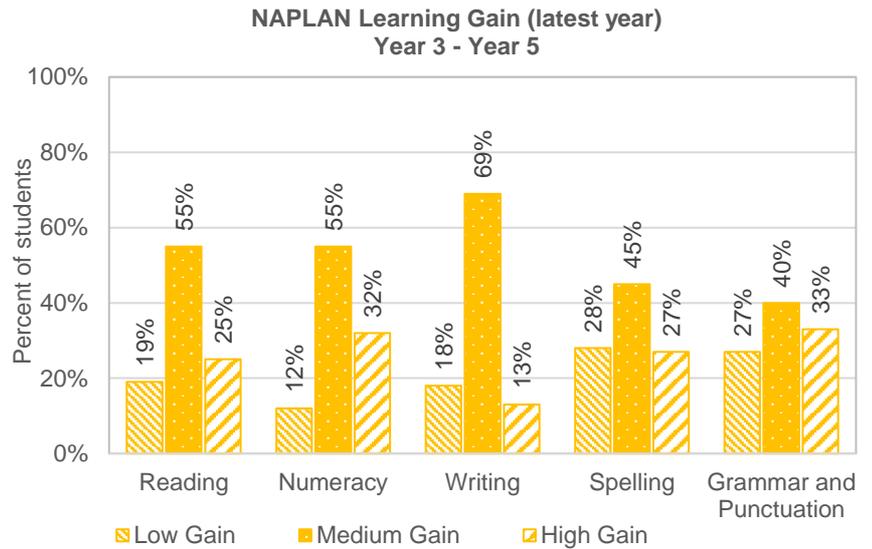
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	19%	55%	25%	22%
Numeracy:	12%	55%	32%	24%
Writing:	18%	69%	13%	23%
Spelling:	28%	45%	27%	22%
Grammar and Punctuation:	27%	40%	33%	25%



ENGAGEMENT

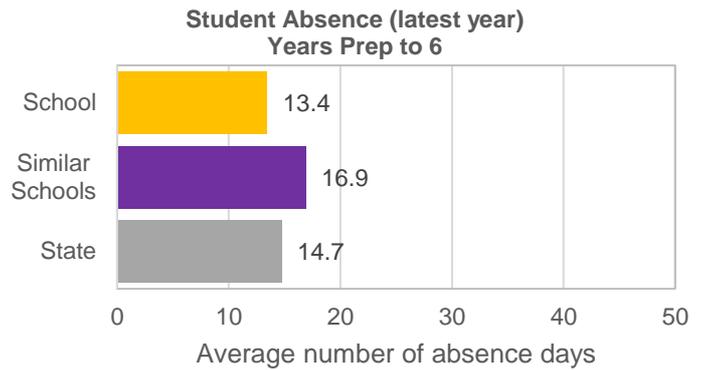
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.4	14.0
Similar Schools average:	16.9	16.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	93%	92%	93%	94%	93%	94%

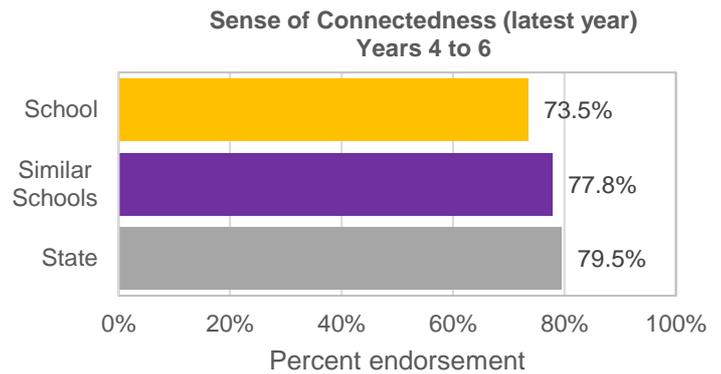
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.5%	76.9%
Similar Schools average:	77.8%	79.0%
State average:	79.5%	80.4%

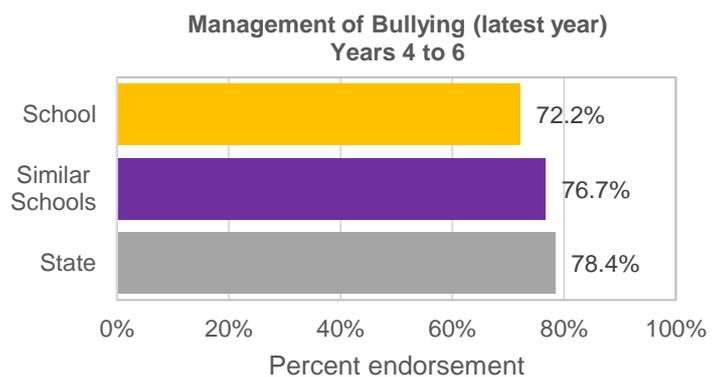


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	72.2%	77.3%
Similar Schools average:	76.7%	78.5%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$5,451,213
Government Provided DET Grants	\$643,413
Government Grants Commonwealth	\$4,501
Government Grants State	\$0
Revenue Other	\$6,898
Locally Raised Funds	\$196,944
Capital Grants	\$0
Total Operating Revenue	\$6,302,968

Equity ¹	Actual
Equity (Social Disadvantage)	\$322,199
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$322,199

Expenditure	Actual
Student Resource Package ²	\$5,404,012
Adjustments	\$0
Books & Publications	\$17,247
Camps/Excursions/Activities	\$63,572
Communication Costs	\$4,856
Consumables	\$80,824
Miscellaneous Expense ³	\$14,133
Professional Development	\$11,471
Equipment/Maintenance/Hire	\$55,837
Property Services	\$168,317
Salaries & Allowances ⁴	\$66,520
Support Services	\$158,442
Trading & Fundraising	\$9,660
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,970
Total Operating Expenditure	\$6,087,863
Net Operating Surplus/-Deficit	\$215,105
Asset Acquisitions	\$130,368

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$317,222
Official Account	\$26,553
Other Accounts	\$0
Total Funds Available	\$343,775

Financial Commitments	Actual
Operating Reserve	\$90,137
Other Recurrent Expenditure	\$1,646
Provision Accounts	\$0
Funds Received in Advance	\$55,441
School Based Programs	\$39,321
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$59,818
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$246,364

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.