

# 2022 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](http://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 of the previous calendar year 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 02 May 2023 at 09:57 AM by Rosemary Doherty (Principal)

- This 2022 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 02 May 2023 at 05:45 PM by Liam O'Brien (School Council President)

## How to read the Annual Report

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### 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### 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

#### **Learning**

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### **Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

#### **Engagement**

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## 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 2022 on Census Day was 563 and remained relatively stable throughout the year. 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 three principal class officers, 31.7 teachers and 15.6 Education Support Staff. 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.

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.

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.

The 2022 Parent Opinion Survey and Staff Opinion Surveys have indicated respective positive school percentage endorsements of 63.6% for the school versus 79.9% for similar schools and 40.5% versus 73.4% for similar schools. While this has been a disappointing response in 2022, it is important to note that these are voluntary surveys and both surveys received significantly reduced returns from the previous year with only 11 parent respondents and only 30% of staff respondents participating. This may be due to a number of complexities at this time, but as a school, we will seek to further engage with our parents and staff through our school review in 2023 to unpack these challenges and enhance participation rates and positive endorsement moving forward.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022 the school continued to work on improving student outcomes in Literacy and Numeracy as part of the Strategic Plan 2019-2023 and the Department of Education's priority goal for the 2022 Annual Implementation Plan. The priority goals was: *"Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO"*

Teacher Judgements of student achievement during 2022 shows that 80.6% of students in Foundation to Year 6 achieved at or above age expected standards in English and 78.8% in Mathematics. Both these percentages have shown an increase than results from the previous year. Our 2022 NAPLAN results showed pleasing progress in most areas. Our Year 3 Reading and Numeracy, as well as the Year 5 Reading, results for the percentage of students in the top three bands were higher than that of both Similar Schools and the State. Our results in the top three NAPLAN bands for Year 5 Numeracy were higher 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.

### Wellbeing

In 2022, 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. The result percentages were lower than both the Similar Schools and States results in the areas of Sense of Connectedness, Years 4 to 6, and Management of Bullying, Years 4 to 6. These results required further unpacking with our students and giving them a voice as they explored opportunities for improvement.

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 Wellbeing 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 Values Matrix and expected behaviours 'inside', 'outside' and 'always', aligned with our three values.. In consultation with all key stakeholders, the process of updating was completed and shared in Term 2, 2022. This included the updating of our mascots associated with each value.

## Engagement

Our students' sense of connectedness, according to the Attitudes to School Survey, four year average of 75.3% was lower than similar schools (77.7%) and the state (79.5%) and this area will continue to be a future focus with student voice, feedback and input. We placed emphasis on the transition between Year Levels, as well as Kindergarten to School Program, 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 2022, our actions involved:

- developing and utilising systems and processes for student engagement
- improving stamina in students
- continuing to provide mindfulness activities to support student well-being
- providing relationships skills for students building friendships and how to interact positively with each other
- developed protocols for teachers to communicate with families
- continued implementing routines, structures and culture at school
- incorporated special days for fun and to build a strong connectedness to the school
- attendance continuing to be monitored daily 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 2022 was 24.6 days, better than that of similar schools (24.8 days) and below the state (23.3 days). This decrease in attendance, we believe, was the impact of COVID and mandatory isolation time. We remain committed to 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 email, our website, 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. The average attendance rate for all Year Levels ranged between 86% and 89%.

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## Financial performance

Werribee Primary School maintained a very sound financial position throughout 2022. The 2019 – 2023 Strategic Plan, along with the 2022 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 \$158,227.

The balance of the school bank accounts at 31 December 2022 was \$303,615.58. This is made up of the operating reserve \$108,865.31 and committed funds 204,750.27 eg: invoices awaiting payment, unallocated receipts (CSEF), deposits held, funds received in advance (uniforms), DET initiatives unspent eg swimming and water safety and student excellence. We also carried over money to contribute to the upgrade of the school oval.

We carried forward a Credit surplus of \$95,628 to be used for 2023 staffing and contributed \$16,237 to the 2023 Tutor Learning Program.

Revenue items include Equity Funding, Swimming in Schools, Early Years Koorie Literacy and Numeracy Program, Extended Koorie Literacy and Numeracy Program, Student Excellence Program, Bridging the Digital Divide, Safe Tree Program, Overseas Fee Paying Students, Camps, Sports & Excursions Fund (CSEF), Shade Sale Grant, Bank Interest, Fundraising Activities,

Commission, Hiring School Facilities, Camp Australia Licence Fees and the pre-loved uniform shop. The budget is also supported by curriculum contributions and other contributions.

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

- Replace turf in junior playground.
- New shade structure.
- Painting rooms 9, 10, 11 and 12, learning gallery, Assistant Principal office and outside passageway.
- New carpet in rooms 9, 10, 11 & 12.
- New built in cupboards for lost property.
- New staffroom tables.
- High priority tree works.
- Artificial turf outside room 21.
- New pressure washer.

We also discovered a mould problem in the library which cost approximately 31,600 to rectify.

To support our programs the school purchased over \$2,300 in Library Books, 50 iPads, a new server, 1 new TV and spent \$51,235.76 on Computer Applications eg Maths Online, JAMF, website, XUNO, Essential Assessment and the Student Reporting Package. We continued to improve teacher knowledge with Understanding PAT, Phonics, Student Anxiety, HSR refresher training and St John First Aid and CPR professional development.

The school maintained 23 classrooms in 2022. We continued to employ a Speech Pathologist (Equity Funding), Intervention and Support Staff, (Equity Funding) and one Well-being & Engagement Leading Teacher 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 2.0 (FISO 2.0).

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 563 students were enrolled at this school in 2022, 269 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).

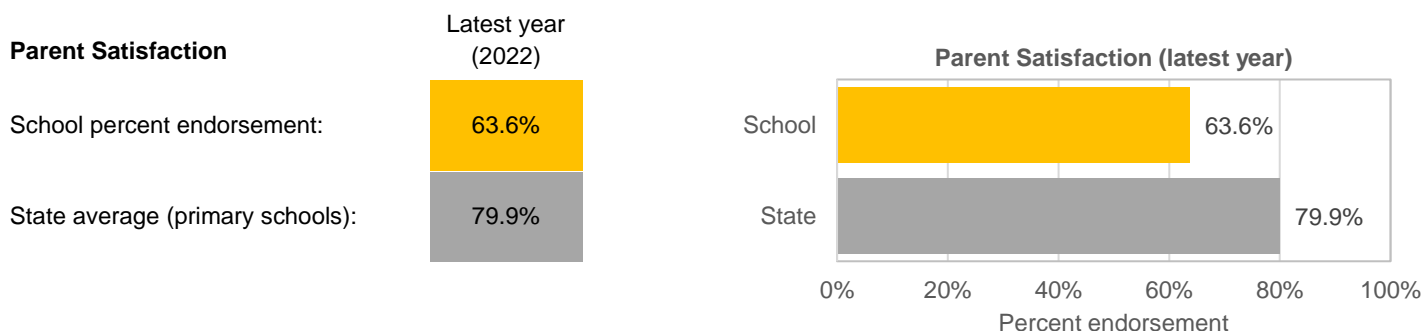
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

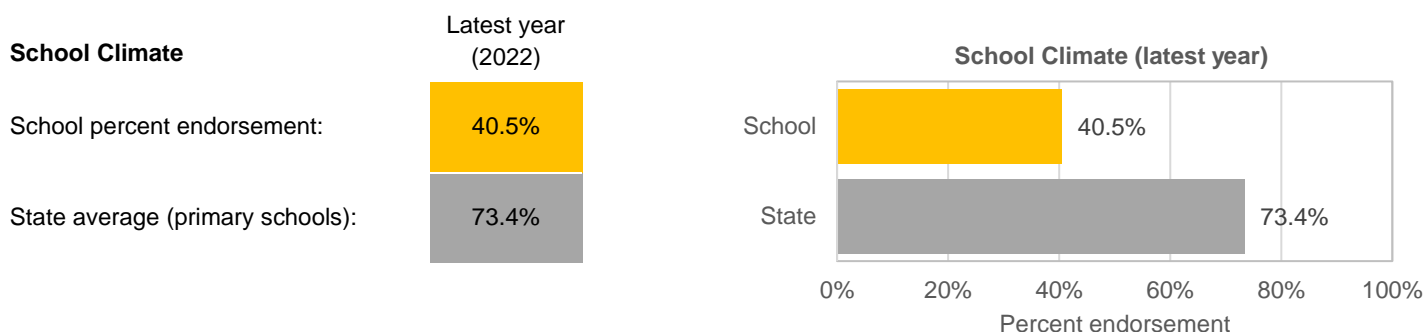


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

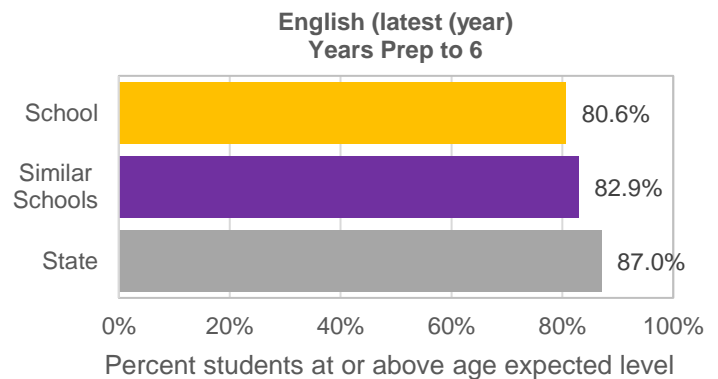
80.6%

Similar Schools average:

82.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

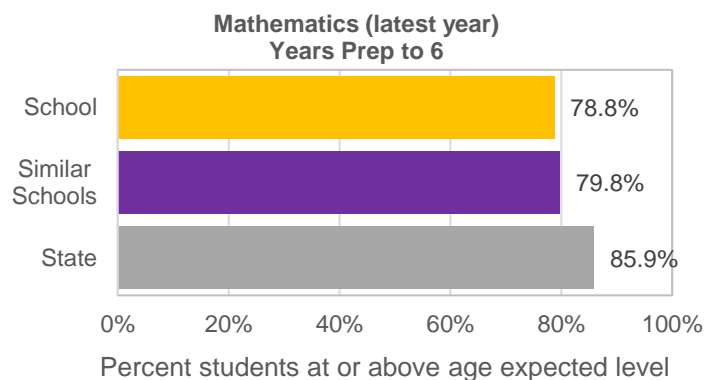
78.8%

Similar Schools average:

79.8%

State average:

85.9%





## LEARNING (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.

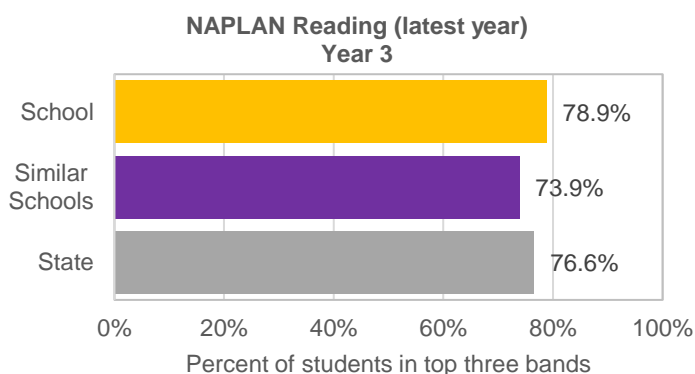
### NAPLAN

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 2019, 2021 and 2022 data.

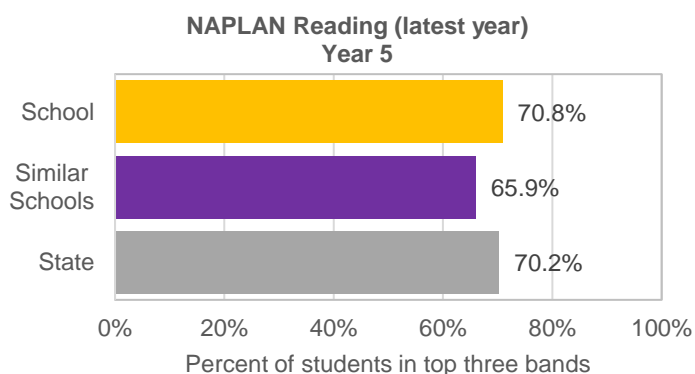
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.9%	80.7%
Similar Schools average:	73.9%	73.9%
State average:	76.6%	76.6%



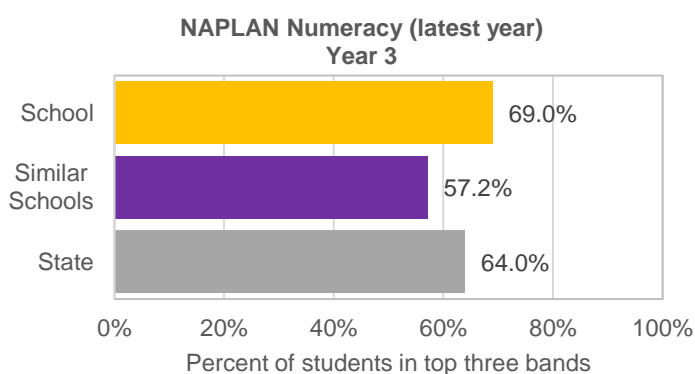
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.8%	64.3%
Similar Schools average:	65.9%	63.8%
State average:	70.2%	69.5%



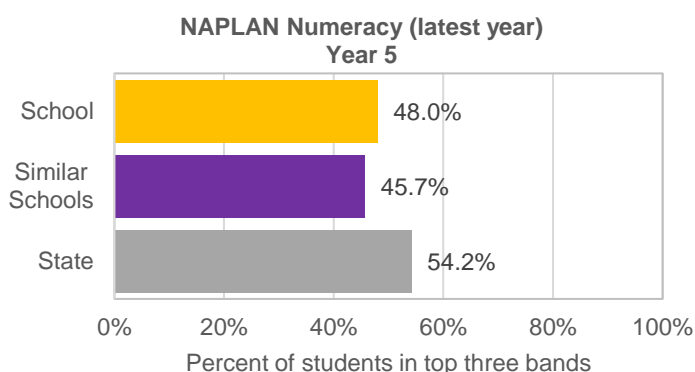
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.0%	63.0%
Similar Schools average:	57.2%	59.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.0%	50.2%
Similar Schools average:	45.7%	50.7%
State average:	54.2%	58.8%



## WELLBEING

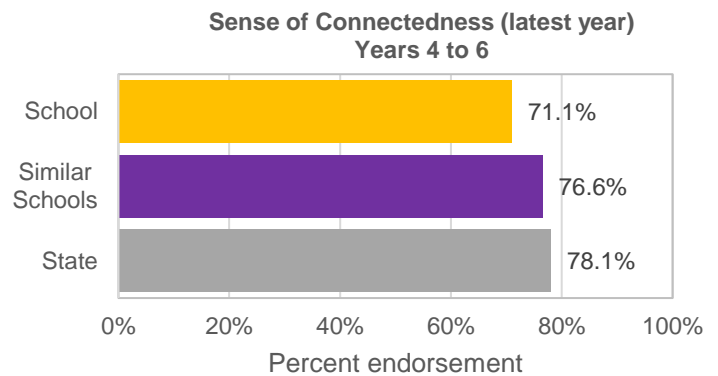
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School percent endorsement:	71.1%	75.3%
Similar Schools average:	76.6%	77.7%
State average:	78.1%	79.5%

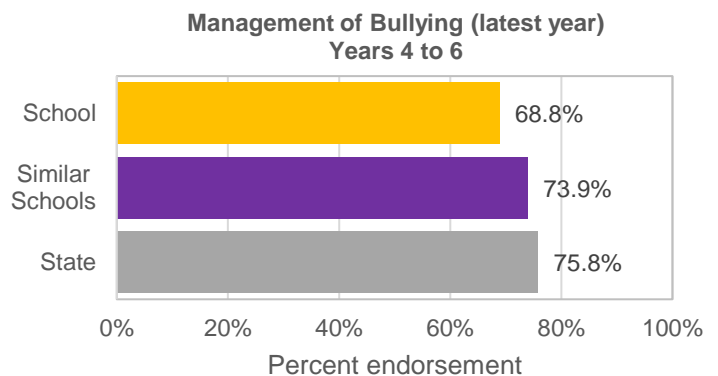


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	68.8%	73.8%
Similar Schools average:	73.9%	76.5%
State average:	75.8%	78.3%



## ENGAGEMENT

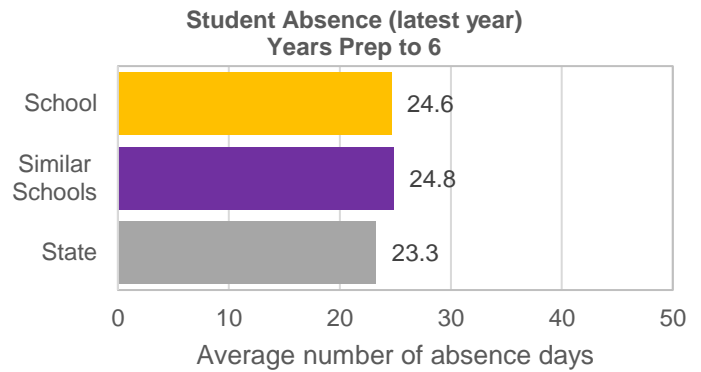
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.6	16.3
Similar Schools average:	24.8	18.1
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	87%	86%	88%	88%	89%	88%	87%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,497,271
Government Provided DET Grants	\$629,073
Government Grants Commonwealth	\$4,950
Government Grants State	\$0
Revenue Other	\$8,398
Locally Raised Funds	\$198,882
Capital Grants	\$25,000
<b>Total Operating Revenue</b>	<b>\$6,363,574</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$280,232
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$280,232</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,401,521
Adjustments	\$0
Books & Publications	\$2,384
Camps/Excursions/Activities	\$111,308
Communication Costs	\$5,642
Consumables	\$97,951
Miscellaneous Expense <sup>3</sup>	\$14,394
Professional Development	\$10,438
Equipment/Maintenance/Hire	\$37,637
Property Services	\$156,514
Salaries & Allowances <sup>4</sup>	\$178,670
Support Services	\$114,534
Trading & Fundraising	\$14,152
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$501
Utilities	\$34,701
<b>Total Operating Expenditure</b>	<b>\$6,180,347</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$158,227</b>
<b>Asset Acquisitions</b>	<b>\$114,227</b>

- (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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$283,117
Official Account	\$20,498
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$303,616</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$108,865
Other Recurrent Expenditure	\$2,426
Provision Accounts	\$0
Funds Received in Advance	\$40,954
School Based Programs	\$67,050
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	\$84,351
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$303,646</b>

*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.*