

2020 Annual Report to The School Community



School Name: Westmeadows Primary School (0982)

- 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 Qualification 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 29 April 2021 at 01:15 PM by Jane Donaldson (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 30 April 2021 at 04:00 PM by Mel Wings (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

The year 2020 was set to be a significant milestone for Westmeadows Primary School with the school community set to celebrate 150 years of learning. Events were scheduled to mark this milestone with past and current school community members. This year was also to be the last year of our current Strategic Plan and we looked forward to having our Whole School Review.

Our enrolment of 493 students were accommodated in 20 classes. The teaching staff consisted of 27.2 equivalent full time members including two at Principal Class level (Principal and Assistant Principal) and three Learning Specialists (in the classroom). There were 8.65 EFT Education Support Staff (including Integration Aides, Office, First Aid and Literacy Intervention).

As our school motto suggests, "Together, Building a Bridge to your Future", Westmeadows Primary School remained committed to learning together in a highly effective and supportive community. High expectations for all is aspired to through an engaging and collaborative approach to teaching and learning. We strive for this level of excellence every year.

Our intention for 2020 was to automatise our processes and routines for how the staff operate as Professional Learning Communities. Our school's unique structure of providing all classroom teachers with one day per week to collaborate, challenge and focus on their classroom curriculum and pedagogy was entering the third year using this structure.

Our school continued to provide classroom based studies in English, Mathematics and Integrated Learning and five Specialist areas including Health and Physical Education, Science, Performing Arts, Visual Arts and Languages Other than English (Italian). Camps, Excursions, In-house activities, Swimming, Inter-school Sport, Junior School Council and our House System were planned to support our classroom curriculum.

The above plans came to a screeching halt, with the introduction of Remote Learning due to Coronavirus. With little warning or preparation all members of our school community were thrust into uncharted waters. Within a very short time line, a plan was activated to support our students to learn from home. In teaching teams, staff planned and developed daily tasks using familiar technology such as the Website, Blogs, FreshGrade, WebX. Devices needed to be distributed to those students who did not have them at home. Protocols, staff rosters and guidance notes were hastily developed to try and help support everyone to feel more secure in this unprecedented situation. It was a tough period of time and there was no doubt that everyone was on a very steep learning curve. Following a short return to face to face learning and a period of reflection, we went back into Remote Learning 2.0. Fortunately we had taken the opportunity as a school community to collect feedback and opinions about how Remote Learning could be improved so our roll-out during the second cycle was much improved.

Framework for Improving Student Outcomes (FISO)

The year 2020 marked the end of the school's 2017-2020 Strategic Plan. Our Whole School Review was postponed and rescheduled on three separate occasions due to the Pandemic, with final completion of the Review in 2021.

Our vision and forward planning for the year was disrupted by the Pandemic and therefore modified and adapted over the course of the year to cater for our new way of working. Our priorities soon became building each teacher's capacity to implement Remote and Flexible learning with the very clear goal that our students would continue to learn and remain connected to the school.

Together, the staff managed to achieve:

- daily Class Zoom Meetings
- the delivery of three lessons each day - in the areas of Reading, Writing and Mathematics including short videos to explicitly teach the concepts and strategies.
- providing detailed feedback or acknowledgement of student work completed.
- monitoring of engagement and remote attendance.
- small classes in Guided Reading and Literacy Intervention.
- classes in our Specialist areas.
- School assemblies led by our Student Leaders.
- open and regular communication with families.

During periods of Remote Learning - vulnerable students and those of working parents were catered for within the school through careful timetabling of staff and utilisation of learning spaces.

Professional Learning Communities continued to operate during Remote Learning on a daily basis. It was deemed by

staff that this was the most supportive model to build teacher capacity in the Remote Learning space. In 2020, the Levelled Literacy Program operated in its third year targeting students working below expected standard in Grades 2 and 3. Tracking of these students demonstrated that the LLI program has had a significant impact on students and their ability to operate within his/her classrooms. During periods of Remote Learning, the Levelled Literacy sessions continued using the Zoom meeting platform. Students involved in the Program for Students with a Disability were additionally supported by their allocated Education Support staff.

Achievement

Throughout Terms 1, 2 and 3 in 2020, there were three different components of the school year: Onsite Learning, Remote Learning 1.0 and Remote Learning 2.0. During the periods of Onsite Learning, all Professional Learning Teams (PLCs) followed an Inquiry cycle. PLC's were supported by the Assistant Principal to implement the analysis of data for Reading, Writing and Mathematics and to subsequently plan lessons following the school's Instructional Model. During these times staff modified the scheduled content and assessment tasks. Professional Learning was delivered to support the needs of the staff at this time. During Remote Learning 1.0, the whole school was really confronted by changing to online delivery. Due to the fact that this was an unprecedented working structure all staff members scrambled together to set in place a learning platform that could be accessed by all students with varying degrees of support. The school soon identified that all of our families had different needs and were facing a plethora of different circumstances. Some children were able to have the full attention of their parents, others had to work independently without home support. As a school our goal was to deliver lessons to children using our familiar instructional model. During Remote Learning 2.0, the school was able to respond to the feedback from students and parents to modify our online delivery. On the whole, we developed a more flexible model where lessons planned allowed for more differentiation. Education Support Staff and Specialist teachers were used to host small intervention groups using Zoom meetings. This allowed for explicit instruction to be delivered 'live'. Our Specialist team planned for more student choice within the lessons developed. To maintain connection to each student, classroom teachers hosted daily Class Zoom Meetings, providing time at the end of each meeting to answer questions. In Term 4, the children returned to onsite learning and we all couldn't have been more excited. Our major focus during this time was on students and their social and emotional state. To ensure that Classroom teachers could focus on their face to face teaching, the school invested close to \$20 000, employing external teachers to complete Reading Benchmarks on all students. This information provided the school with a very clear picture about the current needs of students in Reading, as well as demonstrating growth that had been achieved over the course of the year. Teachers modified the Assessment schedule to gain insight into student achievement in Writing and Mathematics (Number). The data clearly showed that over the course of the year the majority of our students made less growth than normally expected. The school implemented a 6 week program, where fourth year pre-service teachers volunteered their time to support a small group of children based on their learning deficits. During this time sixty children were supported.

Engagement

At Westmeadows Primary School we view student engagement as the key for improving each student's sense of connection, motivation and sense of self. Within our Professional Learning Communities staff have continued to research and trial different strategies to increase the engagement of students within and outside of the classroom. During the periods of Remote Learning, the teaching teams focused great attention on how to maintain connections with all students and families in our school during these times. Our level of communication with parents increased using emailing. One of the highlights of the year was the way the children were able to come together to celebrate the school's 150 year history. A passive area was constructed, a commemorative badge and t-shirt designed and produced and an established tree planted. This encouraged a great sense of school pride amongst students and their families. Our school continued its focus on implementing School Wide Positive Behaviours with a concentrated effort on developing and producing our whole school behaviour matrices. Tracking student behaviour continued using the GradeXpert Platform and positive behaviours were awarded using the DOJO point system in all classes. Throughout 2020 our students were additionally supported by our 0.6 Welfare teacher, SSSO network staff and other government agencies. The school made referrals to DHHS and Child First where required. Children and their families were supported to seek counselling by accessing Care in Mind Psychology via through a mental health plan. In 2020, Transition both at the K-Foundation stage and the Year 6/7 stage was problematic. To support the kinder students and their transition to school, online school tours and information sessions were held. Foundation Teachers

made contact with all of our local kindergartens to build a profile of information for each student. Three face to face sessions were held with our upcoming students in Term 4. Our senior students managed their transition to Secondary Schools quite well, but remained concerned about how they would celebrate the end of their Primary School Years. A committee of staff, students and parents was formed and a Graduation Ceremony like no other was planned to be held in our gym.

In 2020, the school continued its strong focus to ensure students were at school and learning or accessing the online learning during periods of community lockdown. Each classroom tracked student attendance, celebrating when the whole class was present. Awards were given to students with 100% attendance and this was celebrated at assemblies and in the newsletter. Whole school attendance rates were tracked by the Leadership and Admin teams using GradeXpert. The school continued to send SMS messages to parents on a daily basis if the school had not been notified of a student's absence. Our challenge continues to be those families who record chronic absences or take family holidays during the term. Both categories are of great concern. The Leadership Team worked with our chronic absence families including face to face meetings, developing plans, attempting to make contact for every absence that occurs. Regular announcements are made in the newsletter encouraging families to take their holidays during the term breaks. Current research is also provided.

Wellbeing

Student and Staff Wellbeing continues to be a focus at Westmeadows Primary School and a range of services are tapped into to support the individual needs of our children and staff. This continued to be a priority.

Our progress in the area of Student Wellbeing has remained stable over the past three years. The school continued to employ a wellbeing teacher to coordinate the documentation, scheduling and follow up of these services. Connections were maintained with Student Support Officers (Speech, Psychologists), Care In Mind (Psychologists), Paediatricians, DHHS, School Nurse, Look Out, Royal Children's Hospital etc.

Throughout the year we continued our work in the area School Wide Positive Behaviour (SWPB). The SWPB team continued to work through the Action Plan. Professional Learning continued in this area, supported virtually by the SWPB Coach.

In 2020, our school really missed the support of volunteers during those times of face to face learning. Volunteers were unable to enter school grounds due to the Restrictions. Teachers missed having support with changing home readers, checking sight words and supporting small groups in their learning.

Parent satisfaction according to the Parent Opinion Survey indicates stable results, performing within the median 60% of all Victorian Schools.

Financial performance and position

Westmeadows Primary School maintained a very sound financial position throughout 2020. The 2017-2020 School 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. Major expenditure included:

- the installation of an undercover walkway,
- passive play area including sheltered seating for a class to work outdoors,
- resurfacing of an outdoor basketball court.
- New carpet and entrance mats in the Administration area.

The Financial Performance and Position report shows an end of year cumulative surplus of \$421 402.00 The school received an amount of equity funding (\$167 489.00), which contributed towards the employment of the Literacy Intervention Program, employment of a Learning Specialist and the Professional Learning Communities structure. Unfortunately fundraising projects were haphazard throughout the year with our major fundraisers postponed until 2021.

For more detailed information regarding our school please visit our website at
www.westmeadows.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 493 students were enrolled at this school in 2020, 235 female and 258 male.

9 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.

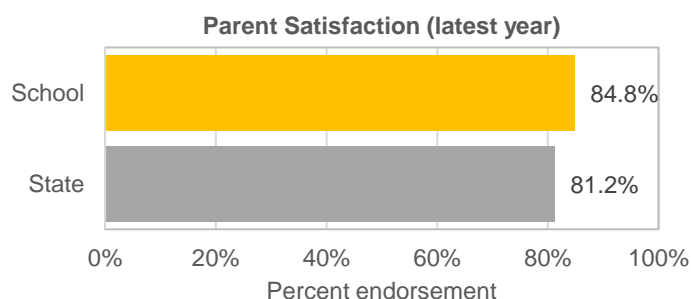
This school's socio-economic band value is: Low - Medium

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.

Parent Satisfaction	Latest year (2020)
School percent endorsement:	84.8%
State average:	81.2%



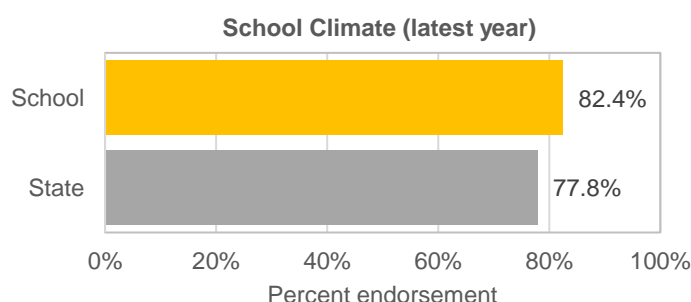
School Staff Survey

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.

School Climate	Latest year (2020)
School percent endorsement:	82.4%
State average:	77.8%



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:

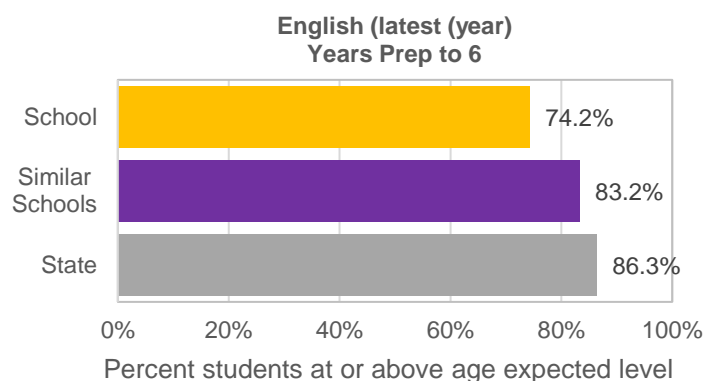
74.2%

Similar Schools average:

83.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

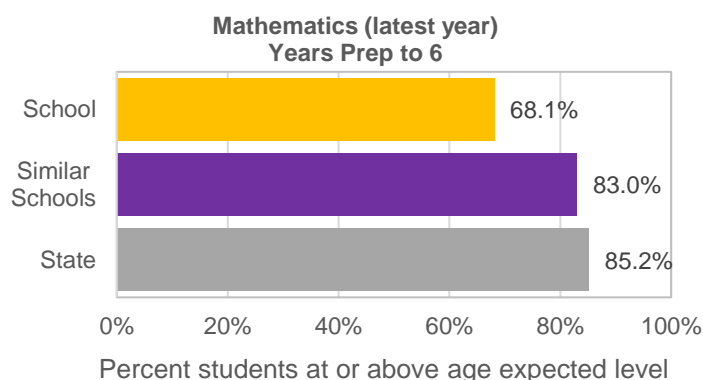
68.1%

Similar Schools average:

83.0%

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

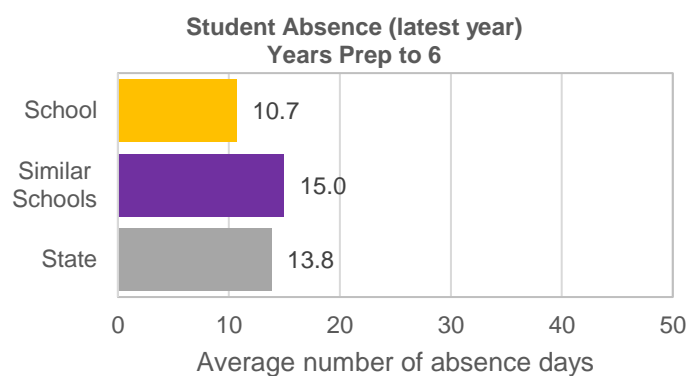
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.7	13.0
Similar Schools average:	15.0	15.6
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%	95%	93%	94%	95%	94%	95%

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.

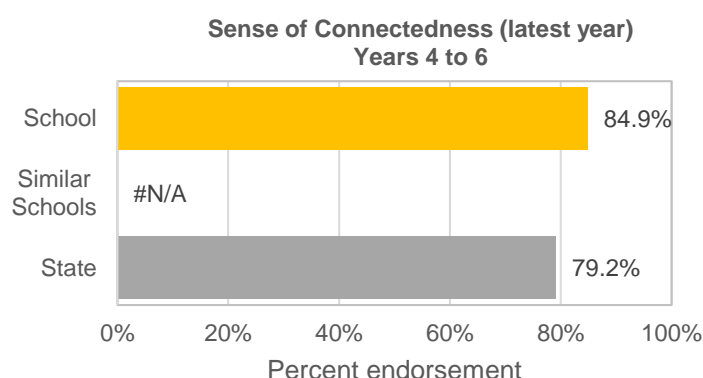
Student Attitudes to School – Sense of Connectedness

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:	84.9%	89.3%
Similar Schools average:	NDP	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.

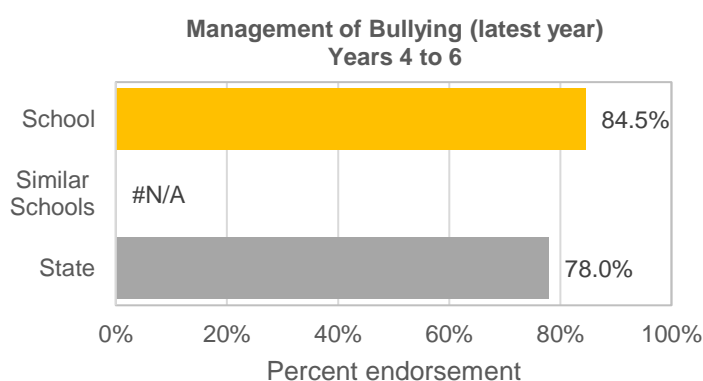
Student Attitudes to School – Management of Bullying

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:	84.5%	88.1%
Similar Schools average:	NDP	79.7%
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	\$4,034,388
Government Provided DET Grants	\$734,714
Government Grants Commonwealth	\$20,650
Government Grants State	NDA
Revenue Other	\$5,513
Locally Raised Funds	\$266,388
Capital Grants	NDA
Total Operating Revenue	\$5,061,653

Equity ¹	Actual
Equity (Social Disadvantage)	\$167,489
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$167,489

Expenditure	Actual
Student Resource Package ²	\$3,768,881
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$16,381
Communication Costs	\$5,812
Consumables	\$111,671
Miscellaneous Expense ³	\$15,683
Professional Development	\$14,095
Equipment/Maintenance/Hire	\$186,457
Property Services	\$247,172
Salaries & Allowances ⁴	\$124,524
Support Services	\$76,000
Trading & Fundraising	\$32,636
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$40,937
Total Operating Expenditure	\$4,640,251
Net Operating Surplus/-Deficit	\$421,402
Asset Acquisitions	\$68,312

- (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	\$686,236
Official Account	\$48,322
Other Accounts	NDA
Total Funds Available	\$734,558

Financial Commitments	Actual
Operating Reserve	\$113,681
Other Recurrent Expenditure	NDA
Provision Accounts	\$5,130
Funds Received in Advance	\$106,710
School Based Programs	\$227,852
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$26,000
Capital - Buildings/Grounds < 12 months	\$25,417
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$240,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$744,789

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.