

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2025 at 04:11 PM by Jane Donaldson (Principal)

- As executive officer of the school council, I attest that this 2024 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 25 March 2025 at 04:12 PM by Jane Donaldson (Principal)

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 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.

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

As reflected in our school motto, *"Together, Building a Bridge to Your Future,"* Westmeadows Primary School remains dedicated to fostering a collaborative, supportive, and highly effective learning environment. We uphold high expectations for all students, striving for excellence through engaging and cooperative teaching practices. This commitment to excellence is evident in everything we do, every day.

In 2024, we continued our dedication to a Science of Learning approach, investing considerable time and resources in professional development to ensure our teaching practices remain at the forefront of educational best practices.

Our school maintained a stable enrolment of 465 students from the local community. Due to limited space, we were able to accommodate only six out-of-zone children in our Foundation intake. Westmeadows Primary School has a medium SFOE (Student Family Occupation and Education) band value. Our staff comprised 29.6 equivalent full-time members, including two Principal Class positions (Principal and Assistant Principal), one Leading Teacher, and one Learning Specialist (non-classroom). We also welcomed a Mental Health and Wellbeing Leader (0.6 FTE) for the first time in 2024. In addition, we employed 12.68 EFT Education Support Staff, including Integration Aides, Office staff, First Aid, and Literacy Intervention personnel.

Our curriculum continued to cover a broad range of subjects, including English, Mathematics, Humanities, and Civics and Citizenship, alongside five specialist areas: Health and Physical Education, Science, Performing Arts, Visual Arts, and Languages (Italian). In addition, we offered a variety of extracurricular activities such as camps, excursions, swimming, inter-school sport, a student leadership program, and our House System to enrich the learning experience. Technology also played an integral role, with Interactive Televisions, iPads, and netbooks available in every classroom, allowing students and staff to access the Internet and educational software that supports personalized learning.

We believe that parental involvement is essential to student success. Our school fosters a strong home-school partnership by offering multiple opportunities for parents to engage in school life. Additionally, we maintain close relationships with local Kindergartens and Secondary Colleges, actively supporting students' transitions into Foundation Year and from Year 6 to secondary education.

In late 2019, we introduced the School Wide Positive Behaviour Program, which aligns with our core values and focus on student wellbeing. We are proud to have achieved Gold status for this program in 2024, recognizing our ongoing commitment to creating a positive, inclusive school culture. Our school mascot, Mikilyi the Platypus, and our compulsory school uniform play a key role in reinforcing the identity and spirit of our school community.

To support our students with additional needs, the School Support Services team has been actively engaged in the Program for Students with Disabilities. We also collaborate with allied health professionals, counsellors, and the School Nurse to provide a well-rounded support system. A Speech Pathologist has been employed two days per week to assist with our English programs. Our school has strong connections with local health services and sports organizations, further enhancing the support available to our students.

Our facilities are second to none, featuring sixteen architecturally designed classrooms, six

relocatable classrooms, a full-sized gymnasium, dedicated Visual and Performing Arts spaces, and a Discovery Burrow (our Library/Science space). The school's outdoor areas are equally impressive, offering a variety of spaces that cater to both active and passive recreational needs, ensuring a balanced environment for our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Westmeadows Primary School has made significant strides in supporting student outcomes, particularly through targeted interventions, professional development, and data-driven decision-making. The school has successfully implemented a range of strategies and frameworks to improve literacy and numeracy, with clear evidence of progress.

Key Highlights:

1. **Targeted Intervention Programs:** Students in Foundation to Year 6 who required additional support received at least 10 weeks of intervention. NAPLAN data and school assessments informed tailored English programs, helping many students achieve their learning goals, especially in reading, writing, and spelling.
2. **Professional Learning and Teacher Support:** The Leading Teacher, Learning Specialist and Assistant principal have provided continuous professional learning, particularly in teaching strategies such as The Writing Revolution and Explicit Direct Instruction (EDI) as well as the Victorian Curriculum 2.0 Mathematics. This has enhanced teachers' abilities to plan effectively, assess student progress, and support students with diverse needs.
3. **Data-Driven Progress:** The school has established systems for collecting and analysing student data. This data has been used to identify students needing additional support and inform intervention plans. NAPLAN relative growth data showed pleasing results of the impact our changes have had on student growth.

Relative Growth Data (interim) for Numeracy Year 5:

- 26% of students with high growth – decrease from 2023 (31%)
- 21% of student with low growth – a decrease from 2023 (31%)

Relative Growth Data (interim) for Reading Year 5:

- 28% of students with high growth
- 49% of students with medium growth

1. **Curriculum and Assessment Innovations:** The school introduced Knowledge Units integrated with Humanities to improve comprehension, while also focusing on phonics instruction across the school. Maths leaders lead an inquiry on a problem solving instructional model to support students to apply their critical thinking skills. Teachers have also begun trialling new digital comprehension assessments to further refine their approach to literacy.

Overall, the school's commitment to continuous improvement is evident in both student progress and teacher development. Although further refinement is needed, especially in data analysis and

moderation, the foundation for long-term success is well-established. Future plans include further alignment with the Victorian Curriculum 2.0 and enhancing writing moderation practices

Wellbeing

Wellbeing and Learning is at the centre of everything we do at Westmeadows Primary School, aligning with FISO 2.0 to ensure positive student outcomes. The school has made significant progress in advancing its wellbeing goals through structured programs and consistent support systems. Wellbeing lessons are conducted weekly, integrating the Respectful Relationships program and Smiling Minds, with scope and sequences developed to align these initiatives effectively. Morning Circles are held throughout the week, fostering a strong sense of belonging and open communication among students. To further support student wellbeing, our Mental Health and Wellbeing Leader (MHAWL) implements wellbeing check-ins and check-outs, identifying and assisting both Tier 1 and Tier 2 students. Westmeadows Primary also follows the School-Wide Positive Behaviour Support (SWPBS) framework, providing documented evidence and reports to achieve gold status, demonstrating our commitment to a positive and structured learning environment. Additionally, Student Support Group (SSG) meetings are conducted termly, bringing together parents, carers, and allied health professionals to discuss student goals, progress, and achievements. Through these comprehensive strategies, the school continues to enhance student wellbeing, ensuring that every child receives the support they need to thrive academically, socially, and emotionally.

Engagement

Engagement is a key priority at Westmeadows Primary School, ensuring that students remain connected to their learning and school community. A proactive approach to attendance is taken, with daily phone calls, emails, or face-to-face conversations conducted to follow up on student absences. This consistent communication helps address barriers to attendance and strengthens partnerships between families and the school. The Student Voice and Agency (SVA) team plays a crucial role in fostering engagement by running lunchtime clubs and attending leadership conferences to support student learning and connection. Additionally, the SVA develops clubs and fundraising initiatives, providing students with opportunities to contribute to their school and wider community.

Beyond the classroom, students have access to enriching experiences such as camps, excursions, art shows, and incursions, which help build enthusiasm for learning. For students requiring additional support, targeted intervention programs in Literacy and Numeracy assist those working below the expected level, ensuring they receive structured teaching to improve outcomes. Engagement Norms are used in each lesson to create a supportive learning environment, while visual supports are tailored for students experiencing school refusal. Strategies such as fidgets, books, calm corners, and student choice activities help these students feel comfortable and more willing to attend school.

To ensure all students' needs are met, assessments such as Little Learners Love Literacy are conducted, allowing teachers to identify learning gaps and implement appropriate strategies. By embedding these initiatives, Westmeadows Primary School maintains a strong focus on student

engagement, fostering a learning environment where all students feel included, supported, and motivated to succeed.

Other highlights from the school year

In 2024, Westmeadows Primary School had an unforgettable year filled with achievements and community engagement. The highly anticipated Art Show transformed the gym into a stunning gallery, with classrooms open for interactive art activities, welcoming an incredible 700 visitors. School leaders had the privilege of meeting with the Minister of Veteran Affairs and a member of the Hume Council at the War Memorial to discuss upcoming changes to this important local landmark. The Australian Ballet conducted intensive dance classes with the Year 3/4 students, culminating in a spectacular performance for the entire school. Year 4 students enjoyed a wonderful camp in Mt Evelyn, while Year 6 students embarked on an exciting adventure at Cave Hill. Student leaders attended the GRIP Conference, gaining valuable skills in leadership and teamwork. A major achievement for the school was securing a \$500,000 federal grant to develop a natural play space, enhancing outdoor learning opportunities. Adding to the excitement, the boys' basketball team reached the state finals, showcasing incredible teamwork and determination. It was truly a year of growth, creativity, and success at Westmeadows Primary School!

Financial performance

In 2024 the Finance Committee which includes School Council representatives, the Principal, and the Business Manager, were responsible for overseeing finances that meet DET requirements.

Westmeadows Primary School ended the 2024 school year in a surplus with funds carefully allocated. The surplus funds were used provide additional staffing to fill all classrooms and the maintenance of the school building and grounds.

The funds of \$78,831 for the Tutor Learning Initiative saw the employment of 1 staff member to support our students for another year. The 2024-year fund of \$78,627 for Mental Health in Primary Schools fund placed a full-time teacher out of the classroom to support the Health and Wellbeing of our students. Under the School Mental Health Fund in the amount of \$42,206 funds were used to support the Assistant Principal in the Welfare area.

2024 cash Equity Funding in the amount of \$93,504 provided once again a Speech Therapist to support students in language development. Other Equity Funding in the amount of \$97,138 were used to employ support in the LLI Intervention areas, Intervention in areas Foundation – Grade 2, the employment of a Facilities Manager 30 hours per week and a First Aid officer for 22.5 hours per week. Funds of \$11,665 for Student Excellence was to support our Assistant Principal to provide further student curriculum in this area of mathematics.

Fundraising funds for the 2024 were used for various school maintenance around the school, some of these projects were:

- 2 new split systems in the classroom in the amount of \$9,131.
- Extra works that were identified during a tree audit in the amount of \$7,788.

- Replacement of art room seating in the amount of \$4,347

Some other maintenance projects were block out blinds in classrooms, replacement of hand dryers in student toilets and padding around goal posts. It also saw the purchase of two new sculptures for our school gardens.

2024 also saw the approval of a \$500,000 grant from the Department of Education to start our Nature Play Space in 2025. Westmeadows Primary School will also contribute the amount of \$120,000 towards the project. This exciting project will bring a new learning spaces and play areas for our students at Westmeadows Primary School.

**For more detailed information regarding our school please visit our website at
<https://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 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 464 students were enrolled at this school in 2024, 228 female and 236 male.

8 percent of students had English as an additional language and 3 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).

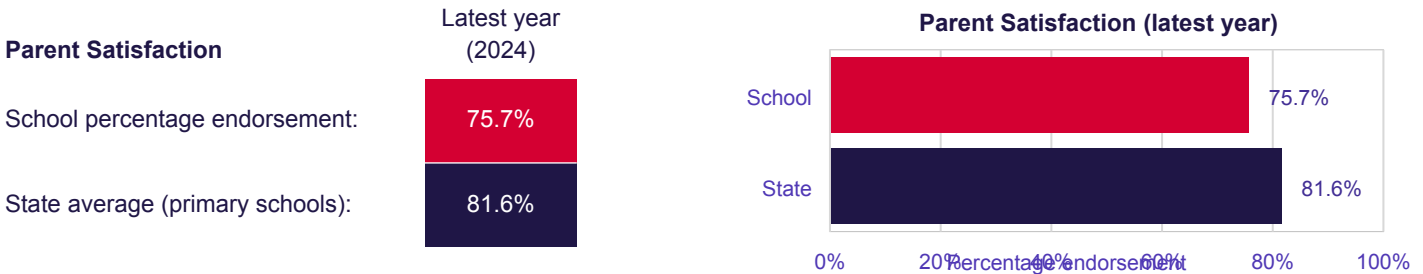
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

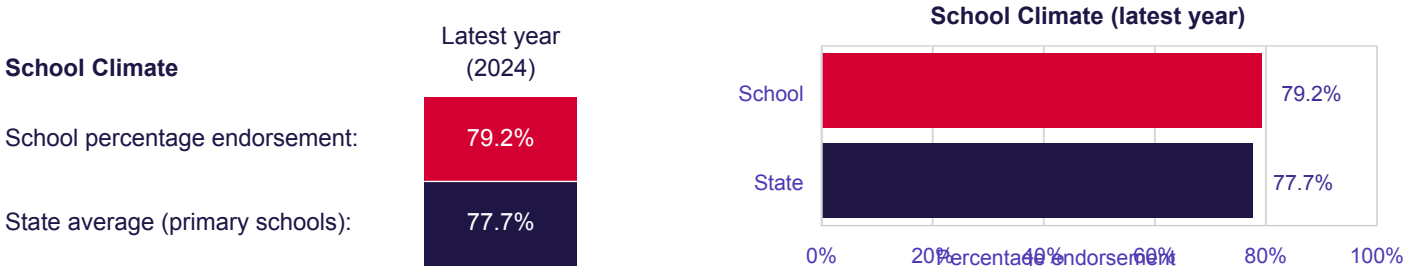


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

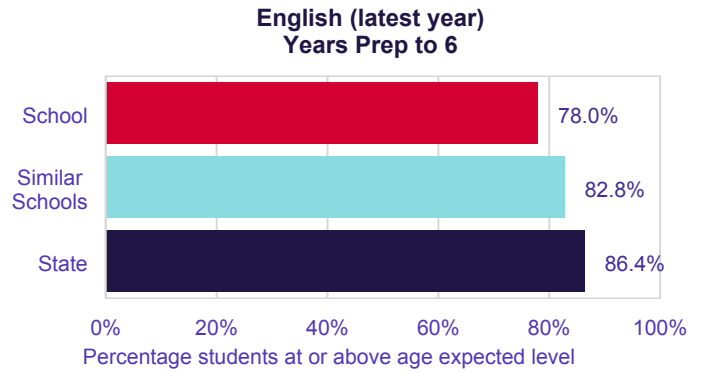
78.0%

Similar Schools average:

82.8%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

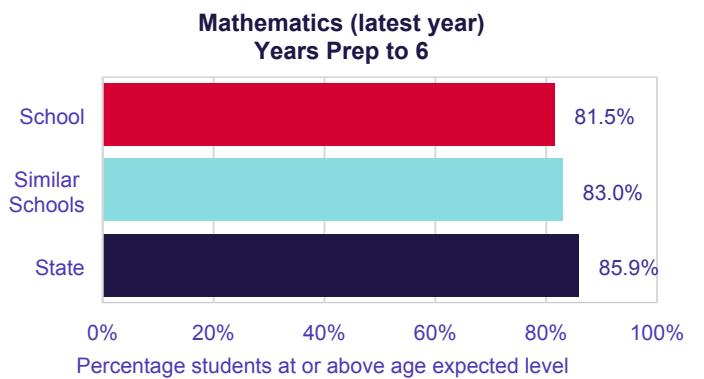
81.5%

Similar Schools average:

83.0%

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.

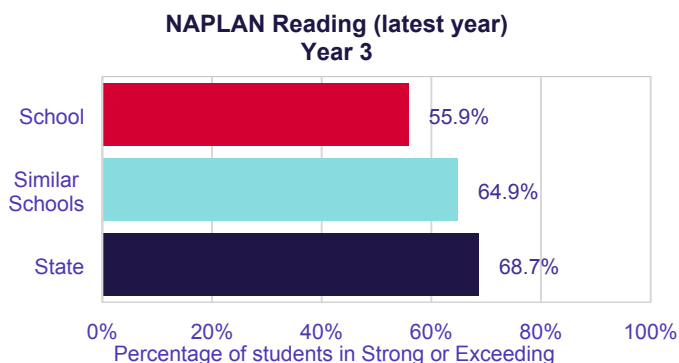
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

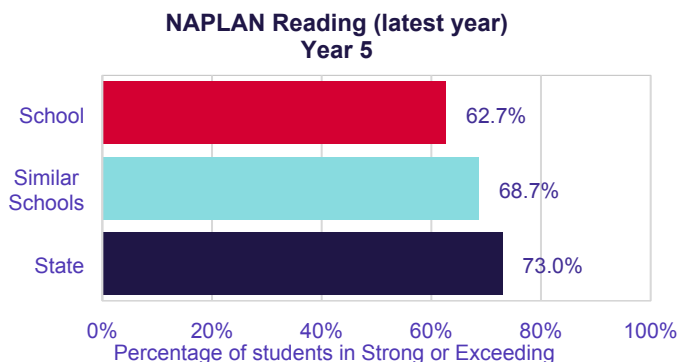
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.9%	63.2%
Similar Schools average:	64.9%	65.1%
State average:	68.7%	69.2%



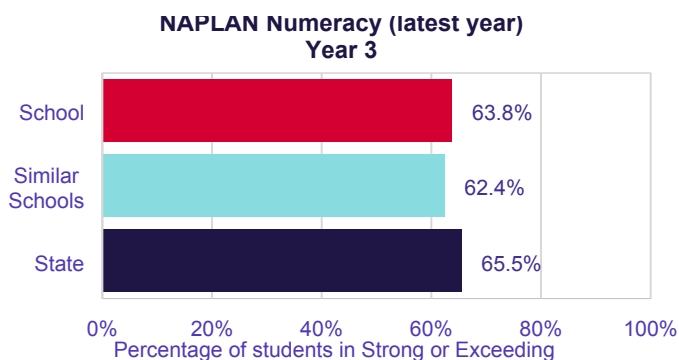
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.7%	64.3%
Similar Schools average:	68.7%	71.7%
State average:	73.0%	75.0%



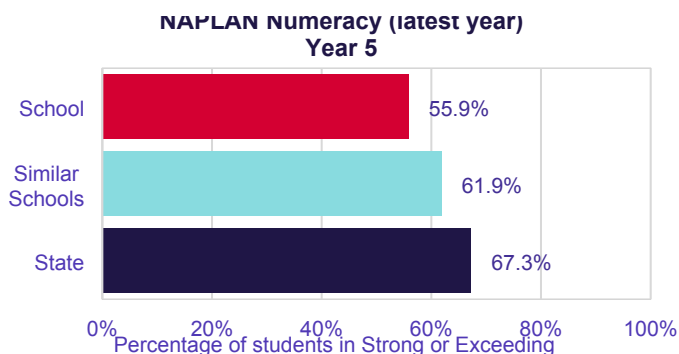
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.8%	65.9%
Similar Schools average:	62.4%	62.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.9%	58.7%
Similar Schools average:	61.9%	60.9%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

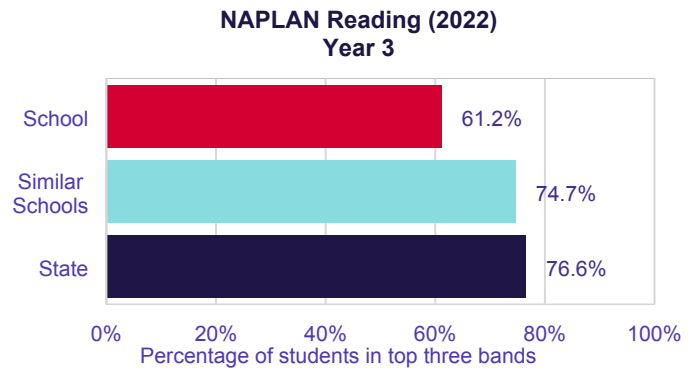
61.2%

Similar Schools average:

74.7%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

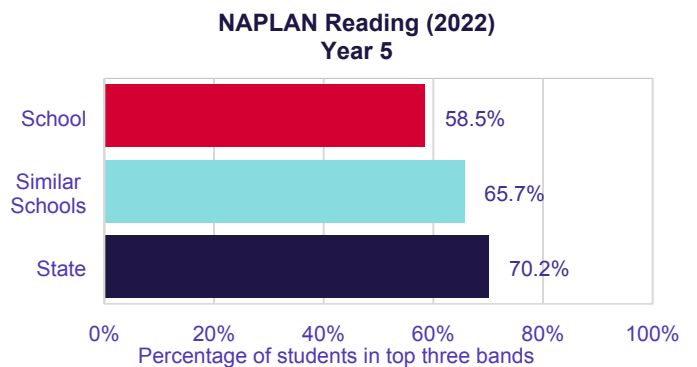
58.5%

Similar Schools average:

65.7%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

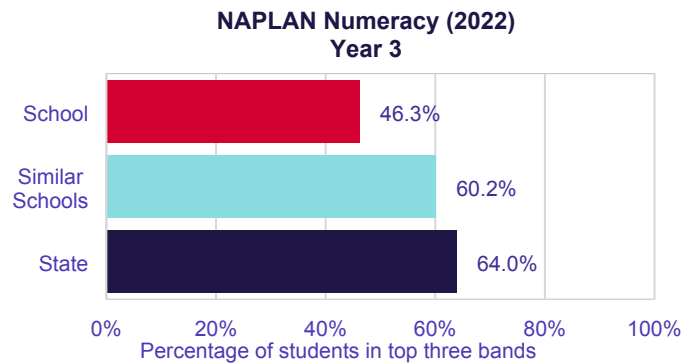
46.3%

Similar Schools average:

60.2%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

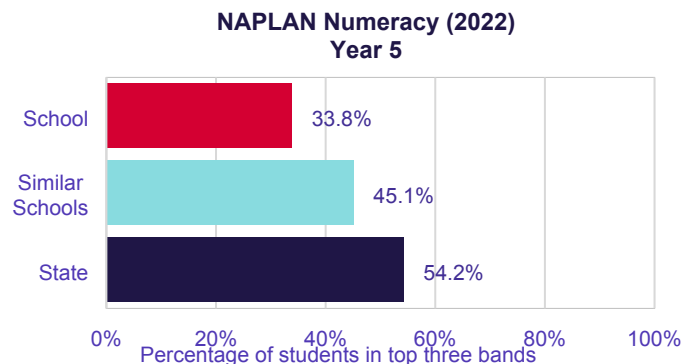
33.8%

Similar Schools average:

45.1%

State average:

54.2%



WELLBEING

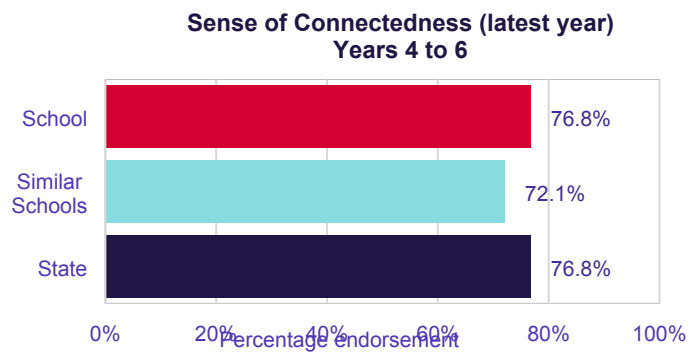
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2024)	4-year average
School percentage endorsement:	76.8%	79.1%
Similar Schools average:	72.1%	74.6%
State average:	76.8%	77.9%

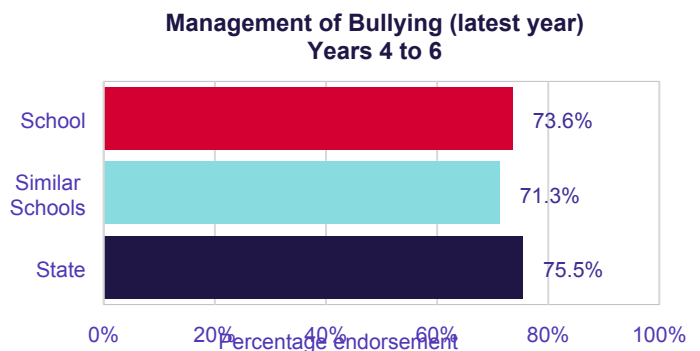


Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	73.6%	73.6%
Similar Schools average:	71.3%	73.4%
State average:	75.5%	76.3%



ENGAGEMENT

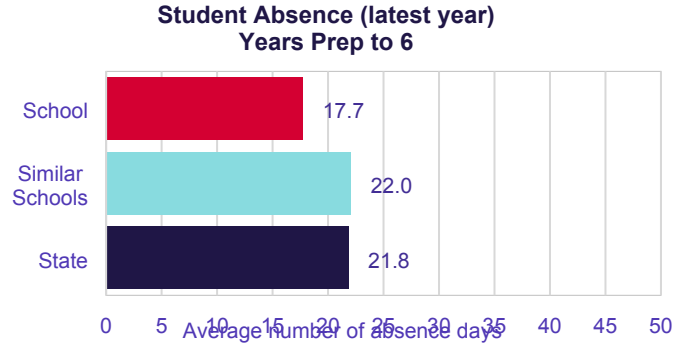
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	17.7	17.0
Similar Schools average:	22.0	20.7
State average:	21.8	20.1



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 (2024):	93%	91%	92%	90%	91%	90%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,889,213
Government Provided DET Grants	\$572,357
Government Grants Commonwealth	\$2,100
Government Grants State	\$2,100
Revenue Other	\$56,434
Locally Raised Funds	\$382,947
Capital Grants	\$0
Total Operating Revenue	\$5,905,152

Equity ¹	Actual
Equity (Social Disadvantage)	\$190,642
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$190,642

Expenditure	Actual
Student Resource Package ²	\$4,888,929
Adjustments	\$0
Books & Publications	\$435
Camps/Excursions/Activities	\$108,189
Communication Costs	\$5,242
Consumables	\$73,364
Miscellaneous Expense ³	\$8,941
Professional Development	\$49,090
Equipment/Maintenance/Hire	\$51,108
Property Services	\$169,996
Salaries & Allowances ⁴	\$253,591
Support Services	\$201,221
Trading & Fundraising	\$99,310
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$53,781
Total Operating Expenditure	\$5,963,197
Net Operating Surplus/-Deficit	(\$58,045)
Asset Acquisitions	\$30,200

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$664,071
Official Account	\$19,133
Other Accounts	\$7,823
Total Funds Available	\$691,027

Financial Commitments	Actual
Operating Reserve	\$181,608
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,130
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$186,738

All funds received from the Department of Education, 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.