

2019 Annual Report to The School Community



School Name: Warrnambool East Primary School (4773)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 12 March 2020 at 12:41 PM by Michelle Miller (Principal)

The 2019 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 28 April 2020 at 12:34 PM by Kate Haberfield (School Council President)

About Our School

School context

Warrnambool East Primary School is located in the rural City of Warrnambool on Victoria's south western coast. Established in 1958, the school draws its students from its designated neighbourhood area and from areas beyond. The school's enrolment has grown significantly in recent years to 504 in 2019 and 517 in 2020, with expected local enrolments to increase. We are currently following the enrolment policy so that we can provide education for those families living within our designated area. We have a gradual increase of students requiring English as An Additional Language and are actively learning new skills in this area and ensuring a positive inclusion and acknowledgment of their cultures, while further valuing our indigenous awareness and inclusion.

Current facilities include a gymnasium building, facilities for Science teaching, maker space, ARTS and Library. The 1950's light timber construction has been significantly modified during 2019 to allow for flexible teaching with additional facilities for staff workspaces, individual programs and attractive toilet facilities. Six relocatable classrooms blend into the existing provision. Extensive playgrounds include a large, council-maintained oval, shaded equipment and marked court areas. Students helped raise funds for additional monkey bars. The award winning gardens are beautifully maintained by a gardener and students and now include a sensory garden. The building refurbishment was a significant challenge to teachers as some were required to move rooms four times during 2019. We worked hard to minimise the impact of this on the students.

The staffing profile in 2019 consisted of the Principal, Assistant Principal, three Leading Teachers and two learning specialists. We employed 28 classroom teachers on various time fractions, eleven teaching and learning support staff and three administration support staff. The school also employs a chaplain, a social worker and a wellbeing mentor. We are the employing school for the English As An additional language cluster educators. Teachers work in Triads and Professional Learning Teams and classes are structured to permit team teaching and personalised learning. WEPS is a Science Specialist school also offering specialist teaching in Physical Education and Arts. The Positive Education philosophy and New Pedagogies for Deep Learning underpins all actions and interactions. We value inclusion of all cultures, backgrounds and individual needs with a strong emphasis in supporting emotional needs, general wellbeing and engagement. We teach Indonesian with the support of an Indonesian speaking assistant. Inquiry/Discovery programs which emphasise open ended learning, rich tasks and authentic student voice was an area of review in 2019 and we look forward to it being strengthened in 2020. . Curriculum is enriched by choir, bands, group based music tuition, a wide range of sports, camps and beach walks and a number of school-based and community service clubs, Science partnerships and Deakin University in both practical support and research. As a BYOD school we encourage iPads for all students. This promotes more personalised learning, communication, collaboration and creativity. In addition to previous awards for our Science program, Nurture Room and leadership of nurture, and inducted into the Melbourne Zoo, Hall of fame: in 2019, we won the Principal of the Year award, a runner up award for the Primary Physical Education Teacher of the year, and the Melbourne Zoo award for best teacher Fighting Extinction of animals.

The school's curriculum framework incorporates the eight learning areas required by the Education and Training Reform Act 2006 aligned with the new Victorian Curriculum. It has a strong emphasis on Literacy and Numeracy and the character and learner traits and a commitment to accelerating learning growth through use of data and precise teaching. Specialist programs include Performing and Visual Arts, Indonesian, Physical Education and Science.

Vision:

Every student will be valued and nurtured without exception, building a sense of hope and awe into their lives.

We want students to leave WEPS as skilled learners who are confident, resilient, persistent, creative, curious and respectful citizens. The school values of trust, honesty, caring and respect will be supported by the character traits and philosophy of Positive Education and Respectful Relationships.

Framework for Improving Student Outcomes (FISO)

Building practice excellence:

Review the whole school Pedagogical Model with a focus on embedding evidence-based High Impact Teaching Strategies and provide strategic resourcing for the identification of learning gaps and the appropriate modifications, adaptations, interventions and individual plans to ensure student progress.

Actions and Activities

Work Force Planning and Strategic Resource management

School Improvement Leaders Literacy and Mathematics (released one day per week):

- lead implementation from 2018 Bastow Leading Literacy & Mathematics Courses & coaching of teachers.
- lead ongoing refinement & implementation of the 3-2 Maths structure (including evaluation of 'Masterclasses')
- Lead review of lesson structures including sacred literacy/numeracy blocks.
- Monitor data

Learning Community leaders:

- One day termly to build leadership capacity, and focus on student outcomes: establish & review data walls termly. Pose questions for the team to plan actions
- Timetable Triads: theory of action to ensure integrity of intention
- Community of Practice CoP: Literacy and Maths leaders – once a term meet with local schools

Professional Learning

- Learning Communities: One hour a week allocated for learning communities to meet to also include tasks such as writing moderation; ILIPS, PDPs, response to data etc.
- PL schedule: One hour whole school PLC weekly – Literacy, Numeracy, school wide data, DET requirements e.g. Healthy Moves, Resource Smart, Respectful Relationships
- Pop up workshops on specific areas e.g. G and P, maths strategies
- Teachers review two picture story books a year for Big 6 teaching, & research a rich maths tasks
- Experts: R Vingerhoets (maths), M. Adoniou (literacy)
- Student Voice: Designing learning with students

Monitoring and Using Improvement Cycle

- Data Wall (aligned with assessment schedule)
- ILIPs/Pathways and 3 wave interventions (LLI, Soundwrite, NR and Sensory Program)
- Under the Lens (manage precise assessment in rotation)
- Moderation of tasks and development of criteria rubrics at learning community PL
- Peer and leadership observations
- Pre-post assessments in Maths 3+2 structure

Achievement

We are pleased to see that we have increased the percentage of students with low growth in all areas of English and Mathematics but still need to increase the number of students achieving high growth. In particular we will focus on Writing including spelling. We did have a focus on Grammar and Punctuation in 2019 and it is pleasing to see this growth. We engaged an expert in the teaching of writing late in 2019 as a stimulus to this work for 2020. We have also increased the professional learning around teaching spelling and phonics. Mathematics and Reading are above similar schools in grade three and this reflects the work we have done through the school. We have seen such a positive change in the attitude of both teachers and students to teaching and learning in Mathematics. The students are really enjoying Mathematics and this reflects the rich teaching as inspired by the expert who worked with us in 2018-19 and the Leading Mathematics approach as led by the Bastow program. While we are disappointed that our year 5 NAPLAN results are below, we believe this may indicate the lag in the impact from the new approaches. These students will be closely monitored for 2020. We aim to ensure all students can decode and encode at a level to ensure they can progress their learning beyond primary school. Again we believe the work of Misty Adoniou will lead this progress in literacy and the employment of an instructional coach in grade 3-6 will have an impact. Teacher judgements for Mathematics indicate that there is a positive improvement. Teachers will each track an equity funded student to monitor their accelerated growth. In addition to Professional Learning Community (PLC) learning sprints focused on 'writing' there will be skill development workshops for teachers in reading and mathematics. We have employed an additional 1.4 instructional coaches to support individual teachers for 2020.

Engagement

We have worked really hard with our community on raising awareness of the importance of attendance and punctuality. We have a dedicated leading teacher who works diligently with the support of the wellbeing team to support those families who have challenges in this area. We celebrate attendance, provide educational plans for those who unavoidably have family holidays or long term absence for illness. We have messaging to parents regarding absences and promote the messaging of the importance via refrigerator magnets, newsletter articles and at all whole school forums. So, since 2018 when we made this a priority there has been significant improvement across the school in attitude to attendance. We are still impacted by wellbeing and students with extreme anxiety. We work very closely with these families and students and while they really impact on our attendance data, we are proud of the support we offer them. We offer a nurture program, breakfast, uniform and lunch support and a range of engagement programs for those reluctant learners or at risk of disengagement.

Our teachers commit to ensuring the students are engaged with their learning and a high priority for us is to build positive connections with each student. This is a key feature of our school.

Wellbeing

As noted in the engagement section, where attendance is impacted on by wellbeing concerns, we are extremely proud of the wellbeing focus at our school.

To have outstanding data from both parents and students in school connectedness and management of bullying when we have such a high percentage of students requiring wellbeing support is something of which we are proud. All the students at our school are inclusive and accepting of difference and the need to different approaches for each student. They know that there is always someone to help and support them. While our overall socio-economic profile is in the low-mid range, more than 50% of our students attract equity support and this contributes to some associated challenges but also to the richness of our school community.

We are proud of our award winning Nurture Room and are taking the 6 principles of nurture through the school, our True Grit program, sensory program, Hands On Learning (introduced in term 4 2019), garden club, zoo keeper, Rights of Passage and Community Crew (supported by Victoria Police) programs and that our students can access support from a social worker, chaplain and wellbeing youth worker. Positive Education and Respectful Relationships is the overarching philosophy that guides our practice.

Financial performance and position

Warrnambool East Primary School is in a positive financial position due to careful management of funds and the support of equity funding. Equity funding allows us essential wellbeing support, professional learning, resources, intervention, instructional leadership and education support staff. In addition we have increased our leadership profile and provided additional classroom support beyond the program for disability funded students.

We have spent significantly on professional learning and in 2019, buildings and ground expenditures increased to support the refurbishment. Surplus funds have been deliberately targeted to complete works that couldn't remain in scope with the refurbishment, maintain those areas of the building and playground that as yet have not been renovated and manage relocations and storage during the project. With our increasing enrolments we need to offer more playground equipment, bike storage and increased learning and meeting spaces and furnishings. Now that the DET planned refurbishment is nearly complete, we are able to review resources and expect to increase expenditure on books and learning resources as we will be able to store and manage them and complete 'fit outs'. We will be able to commit to our school based programs knowing we will not be moving physical locations during the year and have committed funds for these programs. The school community has raised funds to help towards playground improvements. We were also recipients of some small donations and grants for our kitchen garden and nurture room.

For more detailed information regarding our school please visit our website at <http://weps.vic.edu.au>

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

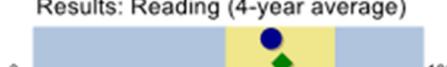
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 504 students were enrolled at this school in 2019, 237 female and 267 male.</p> <p>4 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

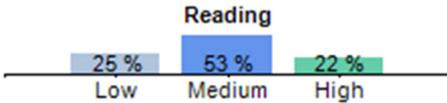
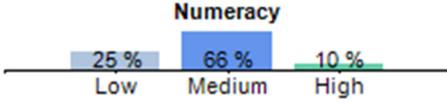
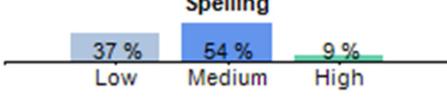
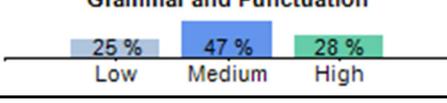
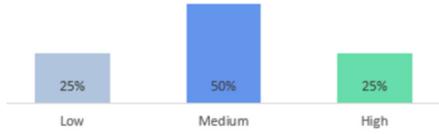
Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p> Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: </p> <ul style="list-style-type: none"> English Mathematics <p> For further details refer to <i>How to read the Annual Report</i>. </p>	<p> Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools:  </p> <p> Results: English  </p> <p> Results: Mathematics  </p>	<p> Key: Similar School Comparison  Above  Similar  Below </p> <p> Below  </p> <p> Similar  </p>

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Key: Similar School Comparison: ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below ●</p> <p>Below ●</p>

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	91 %	91 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	91 %	91 %	90 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,174,572	High Yield Investment Account	\$912,672
Government Provided DET Grants	\$982,601	Official Account	\$29,510
Government Grants Commonwealth	\$7,230	Other Accounts	\$0
Revenue Other	\$132,155	Total Funds Available	\$942,182
Locally Raised Funds	\$334,801		
Total Operating Revenue	\$5,631,359		
Equity¹			
Equity (Social Disadvantage)	\$527,137		
Equity Total	\$527,137		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,136,660	Operating Reserve	\$181,862
Books & Publications	\$5,504	Funds Received in Advance	\$30,000
Communication Costs	\$4,526	School Based Programs	\$474,000
Consumables	\$90,884	Funds for Committees/Shared Arrangements	\$45,000
Miscellaneous Expense ³	\$565,132	Capital - Buildings/Grounds > 12 months	\$211,320
Professional Development	\$64,958	Total Financial Commitments	\$942,182
Property and Equipment Services	\$296,672		
Salaries & Allowances ⁴	\$89,396		
Trading & Fundraising	\$26,053		
Travel & Subsistence	\$7,818		
Utilities	\$45,417		
Total Operating Expenditure	\$5,333,021		
Net Operating Surplus/-Deficit	\$298,338		
Asset Acquisitions	\$10,100		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

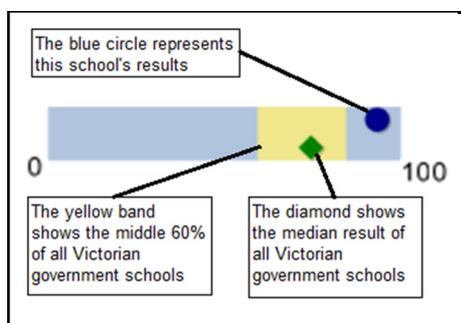
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

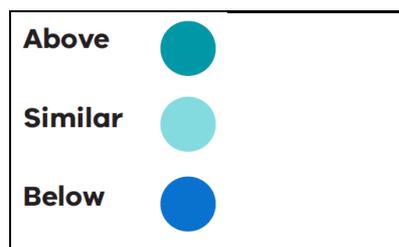


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').