

# 2022 Annual Report to the School Community

School Name: Westbreen Primary School (4158)



- 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 15 March 2023 at 08:45 AM by Antonio Cerra (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 24 March 2023 at 06:35 PM by Alice Pryor (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

Westbreen Primary School, situated in the northern suburbs on the border of Pascoe Vale and Glenroy, has provided education to the local community since being established in 1923. Westbreen's core purpose is to offer a caring learning environment for all students. Students are proud of their environment; they recognise responsibility for their learning and are actively involved in the life of the school. Enrolments are primarily drawn from the Glenroy and Pascoe Vale suburbs. The learning environment is situated in spacious, well-maintained grounds, providing for a wholistic positive learning environment. The spacious grounds contain an oval (which incorporates football / soccer goals cricket pitch), two basketball/netball courts, a number of bat tennis courts and three playground areas. Many native trees and purpose-build shade areas provide protected areas. A student population of 345 were enrolled with 171 females and 174 males. The school's Student Family Occupation education index is .35. This places the school in the "Low - Medium" band. In 2022, 36.18% percent of students had English as an additional language and 2 percent (7 students) were Aboriginal and Torres Strait Islander. Two Principal Class Officers, 20.0 teachers and 7.9 Education Support Staff effective full-time staff support the school community.

Staff at Westbreen Primary work collaboratively in Professional Learning Communities (PLCs) to provide learning programs in accordance with the Victorian Curriculum. The Early Years (Foundation - Year 2) program is supported by the Victorian Early Years Learning and Development Framework. Instructional models are used to support program planning, to inform conversations and to guide the observation, critique, and reflection of classroom practice. We strive to develop all students' capacity as learners through our commitment to teaching excellence and differentiating the curriculum to cater for the special abilities and needs of our students. At Westbreen, all students are valued, and differences are accepted within a supportive school environment, which promotes self-esteem, fosters participation and provides tools to explore their learning. At Westbreen Primary, there is a strong belief that true learning must be relevant, meaningful, and rigorous for all students. Westbreen Primary School is continually evaluating student and school needs and planning future developments. It is dedicated to delivering excellence in the curriculum and providing the best education for our students. Specialist programs include Italian, Performing and Visual Arts, Science and Personalised Learning - the latter providing intervention and enrichment opportunities for all students. Information Communication Technology (ICT) enhances learning, motivation and engagement. Community members are an integral part of the school's educational program, supporting students, participating in areas of the curriculum including classroom helpers, maintenance of facilities, and fundraising activities. The community benefits from the experience of parents and links with local community.

Written student reports and Student Led Conferences provide information to parents on student achievement and progress. To know our students, teachers meet regularly in Professional Learning Communities. The Annual Report to School Council details the advances and accomplishments of the school. The weekly newsletter provides parents and the community with information and is used to inform and encourage participation in school events.

With the implementation of this Strategic Plan, supported by our Annual Implementation Plan's, which focus on teaching and learning; building teacher capacity and accountability (in terms of assessment and data collection), regular support and feedback on planning, in class observations and reciprocal teaching, we can ensure that all staff have a shared vision and contextualise their teaching practices leading to improved performance outcomes for all students.

Westbreen Primary School is committed to "Learning Together for Life," and promoting a highly effective learning community. High expectations for all are achieved through our Standards:

### General Service Standards:

- The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
- Westbreen Primary School will provide all students access to a broad, balanced and flexible curriculum including skills for learning and life.
- The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
- All students will receive instruction that is adapted to their individual needs.

### Specific Service Standards:

- Westbreen will build an innovative Information Communication Technology (ICT) environment to enhance learning, motivation and engagement.
- Staff will personalise learning for our students via the implementation of Individual Learning Plans.

- Staff will provide timely and targeted feedback to students on their work and effort.
- Staff will be available to communicate with parents on a regular basis both formally and informally

School Vision:

Westbreen Primary School is committed to "Learning Together for Life," and promoting a highly effective learning community. High expectations for all are achieved through an engaging, child centred integrated approach to education. Catering for all ability levels and learning styles, staff focus is on maximising learning for every student.

In an environment of Respect, Achievement, Care and Compassion, Responsibility and Co-operation (School Values), we take pride in ourselves and our school, developing confident members of a diverse local and global community. The school values continue to be part of the vision for the school. We tie the values into the life of our learning community. As a community we use the values when dealing with students and adults on an everyday basis – displaying our values in all we do.

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

### Learning

In 2022 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Students across the school continued to improve in both English and Mathematics in the Teacher Judgement of student achievement at or above age expected standards.

Our results are higher to similar schools for English (87.1%) an increase of 0.7% and Mathematics (88.5%) an increase of 1.4%.

Students in the top three bands of NAPLAN 2022 saw results decline in both Reading and Numeracy. Students in Year 3 Reading were the only cohort that performed higher than similar schools and State average. As a result, this year the school has increased the Tutor Learning Initiative to a full-time position catering for all year levels across the school. A range of additional literacy support in the classrooms and withdrawal groups will continue to be resourced supporting students to meet their Individual Learning Plan goals.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Plans.

In 2023, Staff are continuing their Professional Learning in the area of Writing to ensure the school has a consistent approach to the teaching of Writing, the relationship between Reading and Writing and becoming more confident in their Data Literacy skills. All students will have a Writing Education Plan each semester which will be presented to families during three-way conferences which will allow all stakeholders to have a stronger understanding of students learning journey in Writing.

### Wellbeing

Westbreen continues to make significant progress in student wellbeing, and this is reflected in ongoing improvements in our Attitudes to School survey results. In 2022 results in all areas of Attitude To School Survey remained in the fourth quartile, consistent with the increased percentage over the past three years. Through these improved outcomes, Westbreen continues to have higher percentages to a "Similar" and "State" comparison to like schools when measuring Sense of Connectedness and Management of Bullying.

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2022 the school continued to promote a positive learning environment for all students through School Wide Positive Behaviour Program and continued to employ a school-based School Welfare / Community Engagement Officer.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, performing above State Average of Primary schools with a percentage of 89.5% an increase of 1.5%.

The staff satisfaction, according to the School Staff Survey "School Climate" domain, again indicated a higher percentage endorsement compared to the State - with Westbreen scoring 93.1% to the State 73.4%.

In 2023 the school will implement the Mental Health in Schools initiative which will allow Professional Learning for all staff in dealing with mental wellbeing of all students and community members.

## Engagement

Student absence data in 2022 showed an average of 24.3 absence days for Westbreen PS students (compared to 23.9 for similar schools and 23.3.7 for the state average). All grade levels at Westbreen PS had an average attendance rate of 87.4% in 2022. Westbreen PS has continued with our strategic intent of including Student Voice and Agency as a focus in all aspects of our Teaching and Learning Programs to continue to foster student engagement. To help improve student attendance, engagement and overall school climate, we continued to implement School Wide Positive Behaviour and resourcing "Respectful Relationship" program. Students will also continue to be supported by our schools Student Engagement Officer, Wellbeing Leader, external support services and DET SSSO's. Westbreen continues to focus on the FISO dimension Positive Climate for Learning. The work in this area is ongoing with a range of opportunities of our students to develop their "voice and agency" within the practices of the school. We continued to work with families to ensure students were engaged and learning. In 2023, Westbreen has introduced "Social Skills" as a Specialist Program with every classroom receiving a session per week integrating the content of School Wide Positive Behaviour, Respectful Relationships, Mental Health in Primary Schools, and our School Values.

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## Financial performance

Westbreen Primary School continues to closely monitor its financial position providing a strategic approach to program budgets, revenue and expenditure, ensuring funds are used to maximise student learning and resources. The school receives a combination of equity, cash and grant funding from the Department of Education along with payments received from families as part of our parent payment arrangements and other locally raised funds via our trading operations and fundraising initiatives. These locally raised funds are also used to supplement/resource program budgets, maintain the school grounds.

All expenditure was carried out in line with the School Council approved yearly budget and sound internal control procedures. The school's detailed program budget reflects the needs and priorities of programs designed to maximise student learning opportunities and the physical environment. Westbreen was fortunate to receive grant funds in 2022 via the shade sail initiative and was able to complete our outdoor learning spaces, providing teaching staff and students with access to an alternative learning area to complement their learning.

**For more detailed information regarding our school please visit our website at**  
<https://www.westbreen.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 345 students were enrolled at this school in 2022, 171 female and 174 male.

38 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).

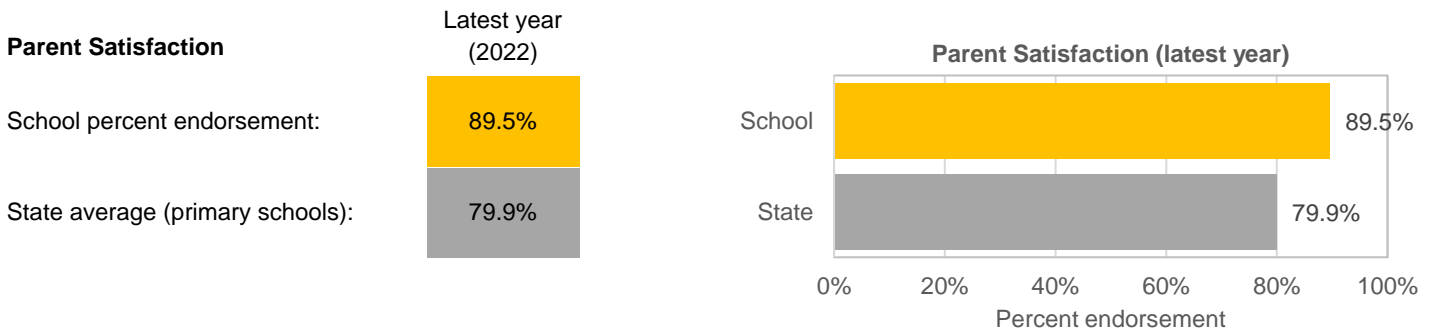
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

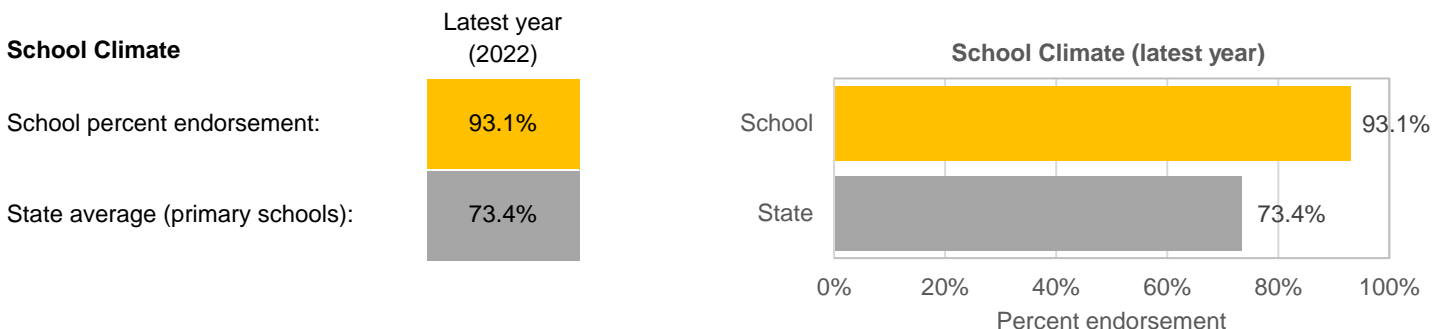


### School Staff Survey

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:

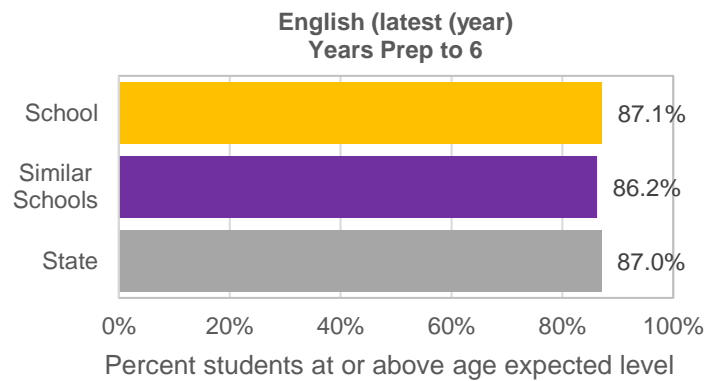
87.1%

Similar Schools average:

86.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

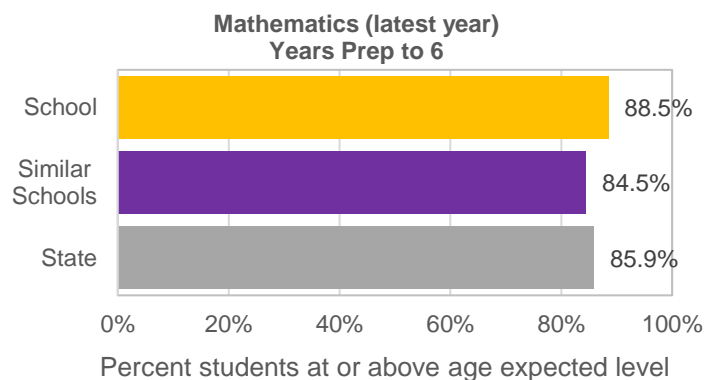
88.5%

Similar Schools average:

84.5%

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.

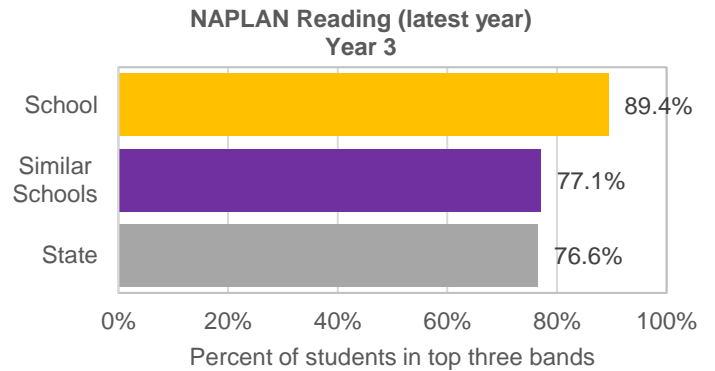
### NAPLAN

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.

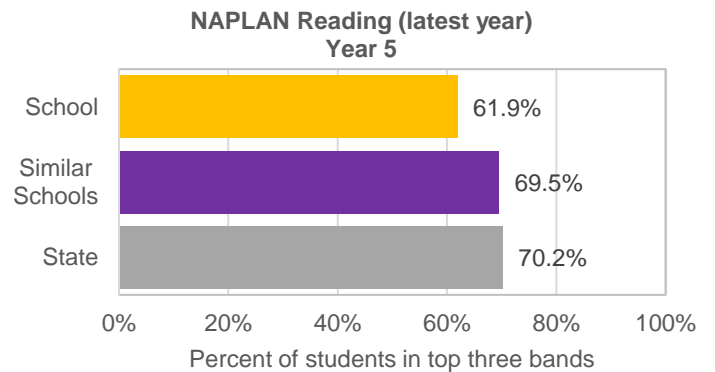
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.4%	87.3%
Similar Schools average:	77.1%	76.2%
State average:	76.6%	76.6%



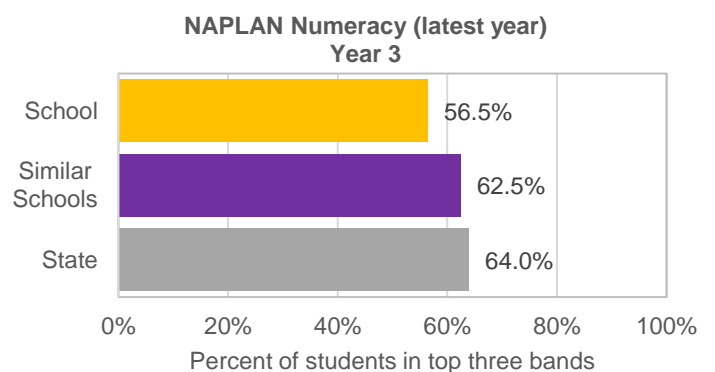
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.9%	66.7%
Similar Schools average:	69.5%	67.8%
State average:	70.2%	69.5%



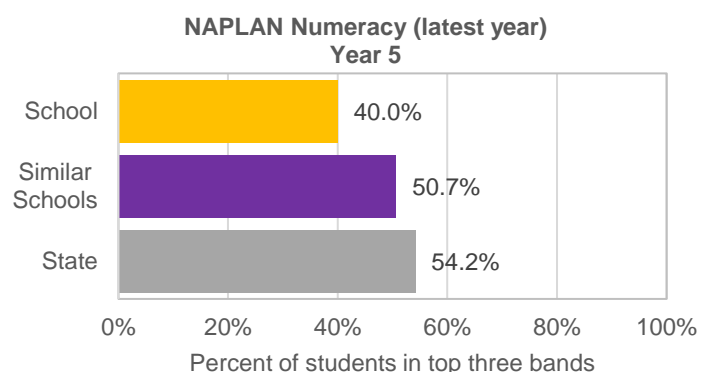
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.5%	70.2%
Similar Schools average:	62.5%	63.5%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	73.6%
Similar Schools average:	50.7%	56.3%
State average:	54.2%	58.8%



## WELLBEING

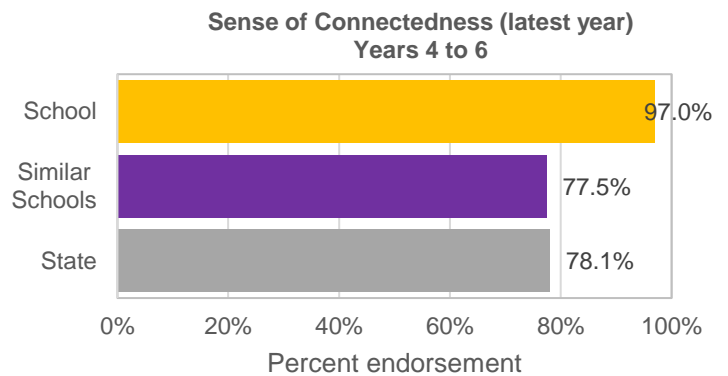
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	97.0%	97.0%
Similar Schools average:	77.5%	79.7%
State average:	78.1%	79.5%

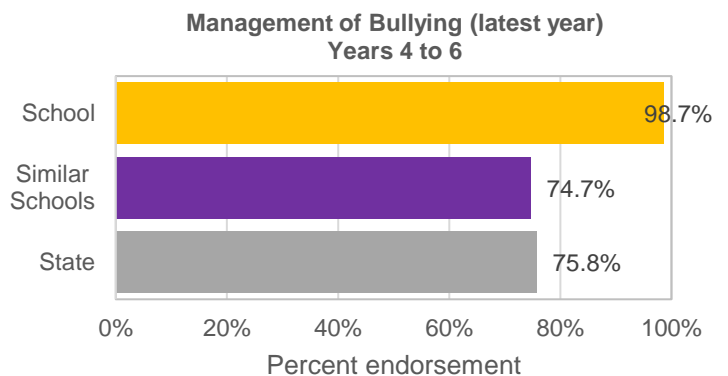


### Student Attitudes to School – Management of Bullying

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:	98.7%	98.9%
Similar Schools average:	74.7%	78.2%
State average:	75.8%	78.3%



## ENGAGEMENT

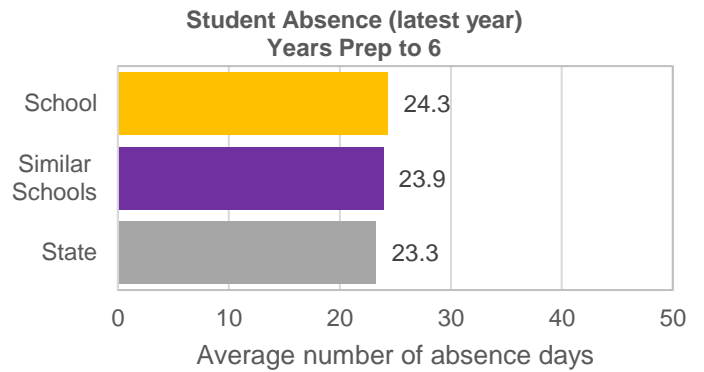
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	24.3	18.1
Similar Schools average:	23.9	17.5
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):	89%	87%	88%	88%	89%	84%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,245,120
Government Provided DET Grants	\$347,974
Government Grants Commonwealth	\$5,004
Government Grants State	\$0
Revenue Other	\$2,633
Locally Raised Funds	\$220,696
Capital Grants	\$11,699
<b>Total Operating Revenue</b>	<b>\$3,833,126</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$57,521
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$57,521</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,286,784
Adjustments	\$0
Books & Publications	\$2,798
Camps/Excursions/Activities	\$88,324
Communication Costs	\$5,245
Consumables	\$76,382
Miscellaneous Expense <sup>3</sup>	\$9,571
Professional Development	\$9,646
Equipment/Maintenance/Hire	\$13,068
Property Services	\$65,155
Salaries & Allowances <sup>4</sup>	\$176,020
Support Services	\$77,066
Trading & Fundraising	\$67,427
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,447
<b>Total Operating Expenditure</b>	<b>\$3,901,934</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$80,508)</b>
<b>Asset Acquisitions</b>	<b>\$46,770</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

Funds available	Actual
High Yield Investment Account	\$30,593
Official Account	\$11,714
Other Accounts	\$3
<b>Total Funds Available</b>	<b>\$42,309</b>

Financial Commitments	Actual
Operating Reserve	\$42,309
Other Recurrent Expenditure	\$85,724
Provision Accounts	\$0
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
<b>Total Financial Commitments</b>	<b>\$128,033</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.*