

2023 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 \(VIT\)](#)
- 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 19 March 2024 at 02:53 PM by Jason Kenny (Principal)

- This 2023 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 29 April 2024 at 04:29 PM by Alice Pryor (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

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-built shade areas provide protected areas.

A student population of 387 with 205 females and 182 males. The school's Student Family Occupation Education index is .34., with a Student Family Occupation index of .45. This places the school in the "Low - Medium" band.

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, Social Skills, 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.

With the implementation of our 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, 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 - Reading 88%, Speaking & Listening 94% and Writing 85%. The results were similar in Numeracy (higher than similar schools) - Measurement & Geometry 92%, Number & Algebra 86% and Statistics & Probability 92%.

Students in the Exceeding or Strong Proficiency Levels of NAPLAN 2023 saw results vary in both Reading and Numeracy. Students in Year 3 in Writing, Spelling and Grammar & Punctuation Reading performed higher than State average. The Year 5 students levels in these two proficiency levels were higher than the state in four out of the five domains (Grammar & Punctuation 1% lower than state result.) The school is committed to the Tutor Learning Initiative and has committed to extra Learning Support in 2024 via the timetable of the Specialist Program. A range of additional Literacy & Numeracy support in the classrooms and withdrawal groups will continue to be resourced supporting students to meet their Individual Learning Plan goals.

Our SSS results displayed that 96% of staff plan differentiated learning activities and the same percentage (96%) of teachers in the school continually monitor the effectiveness of their teaching practice through analysis of student learning data.

Student learning goals in Numeracy showed differentiation as they were targeted at their next point of learning based on pre/post tests or MOI data (growth points).

We refined our non-negotiables in Numeracy (and Literacy) and differentiation was a focus during our Numeracy Learning Walks. Numeracy Vocab Walls and anchor charts were displayed in all classrooms.

Wellbeing

Westbreen continues to make significant progress in student wellbeing, and this is reflected in ongoing improvements in our Attitudes to School survey results. This was indicated with 90% of Gr. 4-6 students that participated in the Student Attitude To School Survey displayed a positive endorsement of life satisfaction. Students were involved in weekly specialist lessons involving Respectful Relationships and our MHiPS coordinator provided ongoing support for students and families and the Tier 2 & 3 level students. Classroom teachers also received feedback for strategies to implement with Tier 1 students. The continued application of programs such as Family Time, lunchtime clubs and afterschool programs strengthen student connectedness (95%).

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, performing above State Average (81%) of Primary schools with a percentage of 91% - 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 95% to the State 78%. In 2024 the school will continue to 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 2023 showed an average of 18.4 absence days for Westbreen PS students, which was down from 24.3 in 2022.

Engaging students in their learning outside the usual context of the classroom was an ongoing challenge that staff responded to with a range of innovative approaches. 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 the "Respectful Relationship" program. In 2023, we once again had Social Skills as part of the Specialist Program. Each class received one session per week of this subject which incorporated School Wide Positive Behaviours and Respectful Relationships which were linked to our school values.

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.

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 and 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 2023 via the Tutor Learning Initiative and Mental Health in Schools Fund.

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 387 students were enrolled at this school in 2023, 205 female and 182 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).

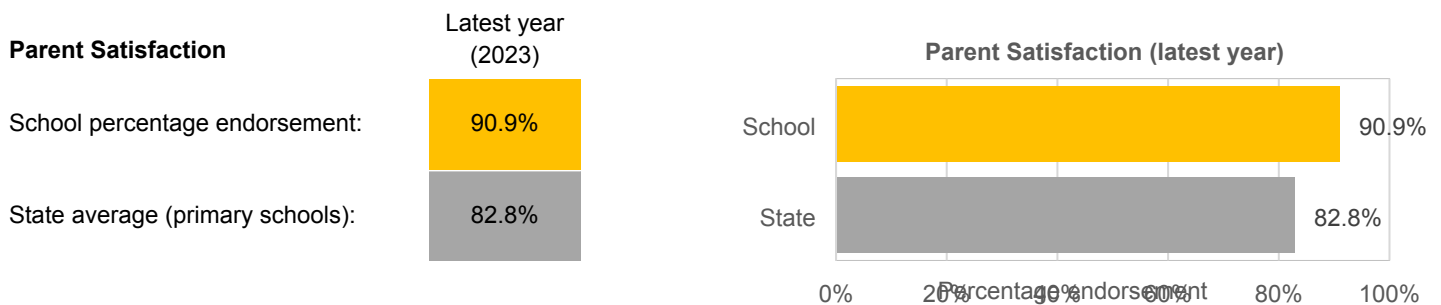
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The 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.

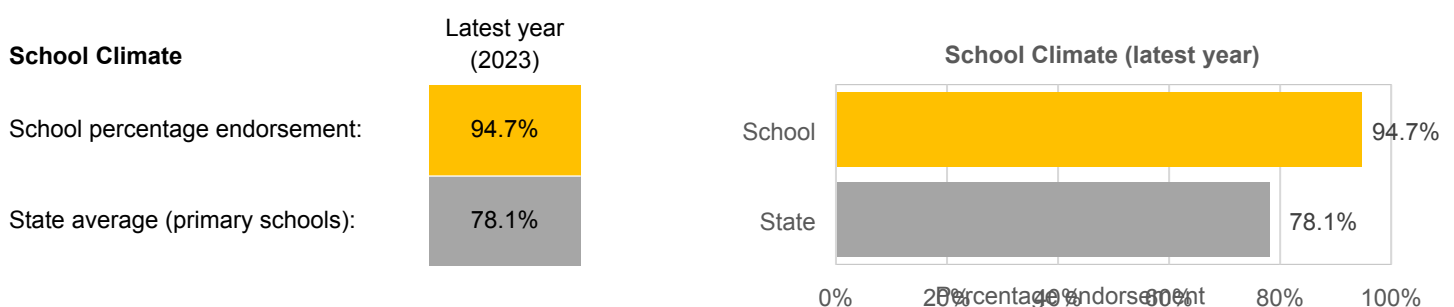


School Staff Survey

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

Latest year
(2023)

School percentage of students at or above age expected standards:

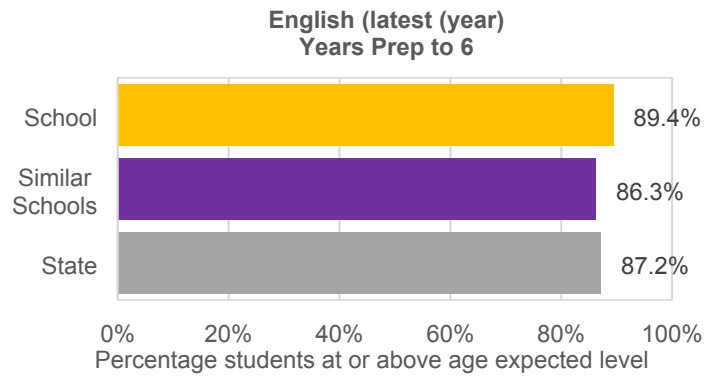
89.4%

Similar Schools average:

86.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

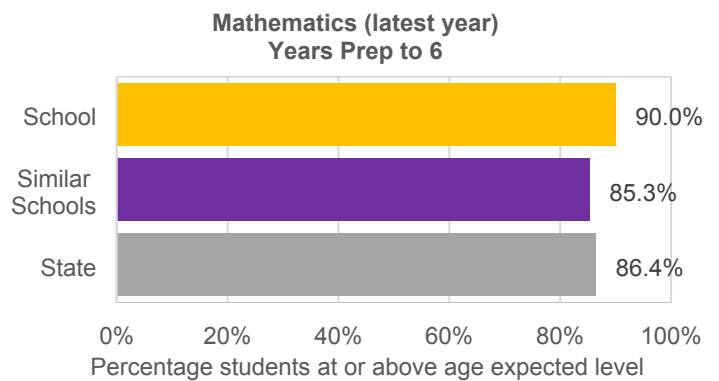
90.0%

Similar Schools average:

85.3%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.6%

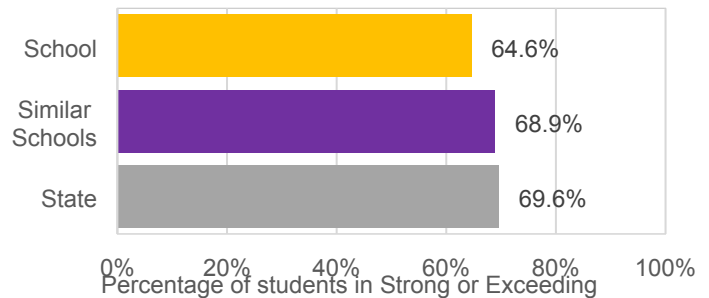
Similar Schools average:

68.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.0%

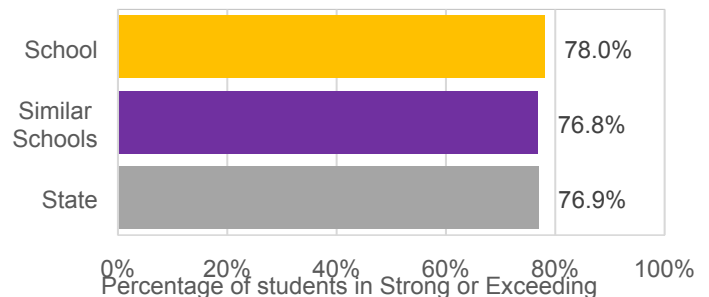
Similar Schools average:

76.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.8%

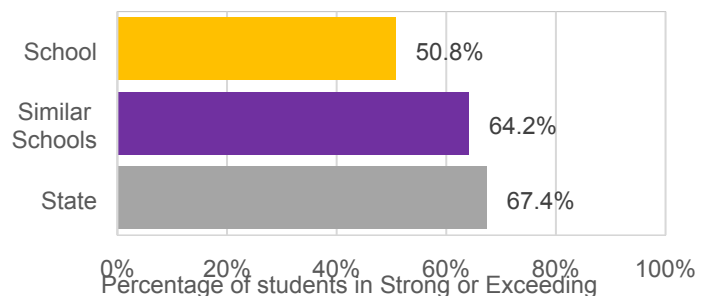
Similar Schools average:

64.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.7%

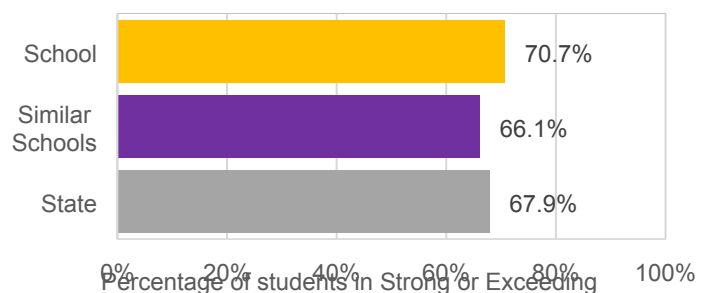
Similar Schools average:

66.1%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

89.4%

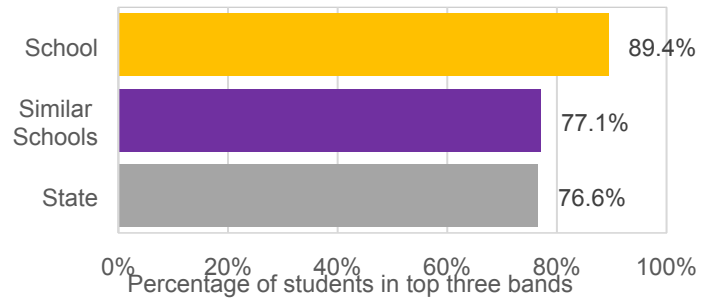
Similar Schools average:

77.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

61.9%

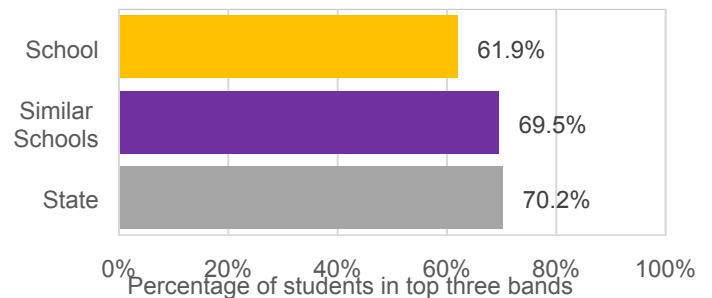
Similar Schools average:

69.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

56.5%

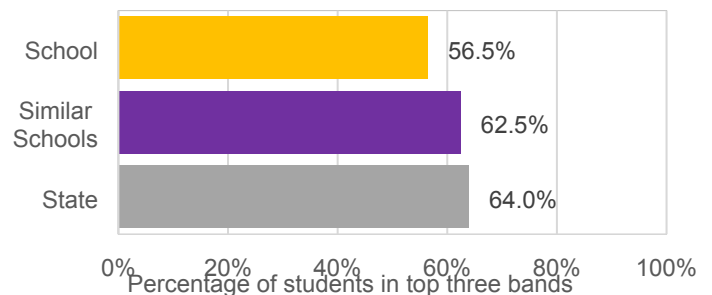
Similar Schools average:

62.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

40.0%

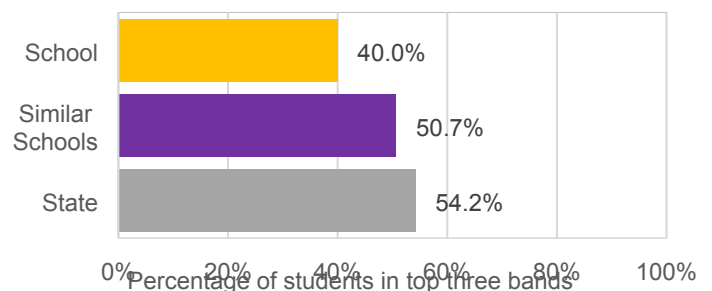
Similar Schools average:

50.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

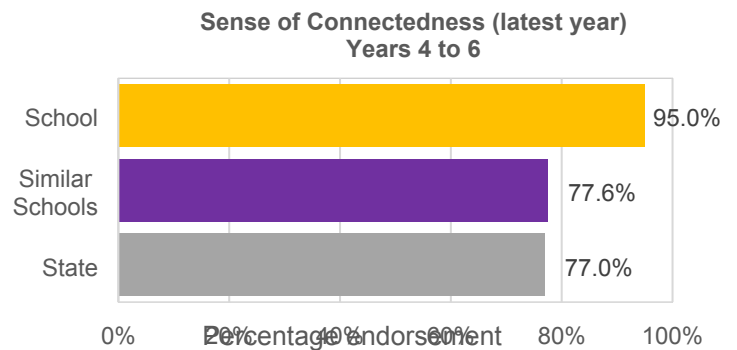
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School percentage endorsement:	95.0%	96.2%
Similar Schools average:	77.6%	78.5%
State average:	77.0%	78.5%

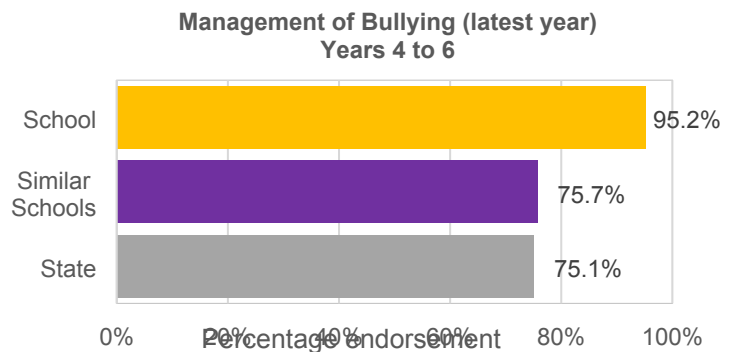


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	95.2%	97.5%
Similar Schools average:	75.7%	76.5%
State average:	75.1%	76.9%



ENGAGEMENT

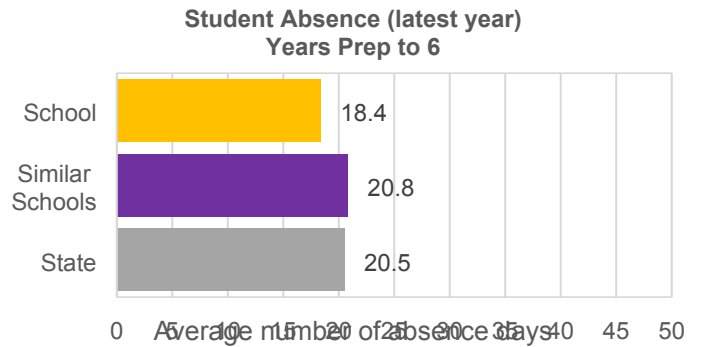
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	18.4	17.5
Similar Schools average:	20.8	18.5
State average:	20.5	18.1



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 (2023):	92%	90%	90%	91%	91%	92%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,503,573
Government Provided DET Grants	\$382,211
Government Grants Commonwealth	\$18,488
Government Grants State	\$0
Revenue Other	\$4,071
Locally Raised Funds	\$268,752
Capital Grants	\$0
Total Operating Revenue	\$4,177,095

Equity ¹	Actual
Equity (Social Disadvantage)	\$53,591
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$53,591

Expenditure	Actual
Student Resource Package ²	\$3,496,964
Adjustments	\$370
Books & Publications	\$3,003
Camps/Excursions/Activities	\$120,973
Communication Costs	\$4,303
Consumables	\$92,581
Miscellaneous Expense ³	\$10,175
Professional Development	\$3,925
Equipment/Maintenance/Hire	\$34,036
Property Services	\$79,555
Salaries & Allowances ⁴	\$124,585
Support Services	\$57,944
Trading & Fundraising	\$65,523
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,229
Total Operating Expenditure	\$4,119,167
Net Operating Surplus/-Deficit	\$57,928
Asset Acquisitions	\$6,993

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$15,857
Official Account	\$6,493
Other Accounts	\$25
Total Funds Available	\$22,375

Financial Commitments	Actual
Operating Reserve	\$93,005
Other Recurrent Expenditure	\$15,178
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
Total Financial Commitments	\$108,183

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.