

2017 Annual Report to the School Community

School Name: Williamstown North Primary School

School Number: 1409



Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Williamstown North Primary School is situated in the seaside setting of Williamstown, fourteen kilometres from the Melbourne CBD. In 2017, thirty-two classes operated from Foundation to Year 6 accommodating approximately 764 students. Demographic forecasting data indicates that enrolments should continue to increase over the next several years. The student population profile is predominantly homogenous, characterized by students from English speaking backgrounds. The Student Family Occupation (SFO) Index of 0.14 and Student Family Occupation and Education (SFOE) Index of 0.12 reflects the generally affluent nature of the local school community.

In 2017, the school excitedly began to chart some broader directions for students as articulated in a new Strategic Plan (2017 – 2020). Student achievement outcomes in this plan aim to ensure that Years 3 and 5 students are achieving above expected standards in Reading & Writing and at a similar school level or above. However the major focus of the plan centres on building student confidence and motivation towards learning, as well as strengthening students' sense of wellbeing and connectedness in the senior years.

In 2017, the leadership profile of the school included three Principal Class Officers and five Leading Teachers. The total staffing composition included an equivalent of 43.0 full time teachers and eleven School Support Officers.

Framework for Improving Student Outcomes (FISO)

The school has identified two key FISO priorities in its Strategic Plan (2017 – 2020). These include 'Excellence in Teaching & Learning' and 'Positive Climate for Learning'.

In forging 'Excellence in Teaching and Learning', the school has selected 'Building Practice Excellence' as the FISO focus. Key initiatives in this area will focus on the development of an Instructional Model for the school over the next two years as well as a formal coaching program for all teachers in addition to an enhanced peer observation platform to further develop feedback mechanisms for teachers.

In promoting a more 'Positive Climate for Learning,' the school has identified the FISO focus of 'Empowering Students and Building School Pride'. The introduction of the School Wide Positive Behaviours Support Program and a greater focus on building student empowerment and resilience will be key strategies central to this area.

Achievement

During 2017, the school updated all curriculum documentation to ensure a strong alignment and smooth implementation of the new Victorian Curriculum. This included refinement of the school's Power Standards, with scope and sequence planners for F – 6 developed in Number, Reading, Writing and Speaking & Listening. Inquiry planners were also updated to reflect two year development cycles across several domains and science was identified as a future specialist area for the school.

Student achievement levels across the school continued to be extremely robust in 2017. Of note, were the outstanding achievement levels of the Year 5 students, where four year targets were achieved in one year by this cohort. Also noteworthy was the impressive learning gain of students from Year 3 to 5 where low growth across the five domains was an average of 14%, medium growth was an average of 46% and high growth was an impressive average of 40%. Whilst Year 3 reading results were above state mean results, they rated lower against similar schools. The school continues to support the complex additional needs of a large number of students in this cohort, as evidenced by the proposed grade structure in 2018 where these students will be housed across five classes.

Engagement

A growing focus on the school's pedagogical practices unfolded in 2017. Through ongoing professional learning, teachers were able to identify the current practices across the school that were deemed to highly support the engagement of students. A key feature of this work focused on student goal setting and the explicit practices at each level of the school that further empower our students to set personalised goals.

A review of the school's assembly format resulted in major changes to the structure of assemblies and the level of input from students. These changes greatly enhanced student and community engagement in school assemblies. Students in Year 5 participated in a revamped Peer Leadership program that entailed two days of training for each student. This further equipped Year 5 students to provide more sophisticated levels of support to students in the junior school. Year 6 students were extensively canvassed in regards to their leadership roles in 2017. Their feedback commonly indicated that they would have appreciated more opportunities to develop their leadership capabilities over the year. The school will respond strongly to this student feedback to ensure all senior students are highly engaged in these roles in the future.



Wellbeing

A major advancement in 2017 was the school's first year of participation in the School Wide Positive Behaviours Program. This resulted in the four school values being elevated across the school in many tangible ways for students. Further to this work around the school values, a draft school matrix was developed after extensive consultation with students, staff and parents. The matrix aims to make explicit links between our school values and the behaviours that are expected from students across all areas of the school. Running parallel to this initiative, was the further expansion of the Zones of Regulation and Superflex programs to support the additional needs of many students.

An impressive range of lunchtime activities were voluntarily facilitated by teachers during 2017. Activities included the extensive use of the gymnasium for organised games, robotics in the MMC, art activities, chess, Japanese, the use of the Butterfly Room, Yoga etc. In addition to providing students with a broader range of activities to engage in during lunchtimes, these activities also resulted in less students in the grounds at lunchtime thereby reducing any potential pressure on the school's limited space.

The school was delighted to appoint a nurse to oversee the introduction of the Health Hub initiative. An innovative 'Circles of Care' model is now generating an enhanced level of wellbeing for students, staff and parents.

Students in Years 5 & 6 completed the Australian Youth Foundation Resilience Survey for the first time in 2017. The school aims to establish trend data in this important area over time.

For more detailed information regarding our school please visit our website at
www.willynth.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 764 students were enrolled at this school in 2017, 346 female and 418 male.</p> <p>4 percent were EAL (English as an Additional Language) students and < 10 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>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

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>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>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</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: ◆

Achievement	Student Outcomes	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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>○ Lower</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</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>● Similar</p> <p>● Similar</p> <p>● Higher</p> <p>● Similar</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: ◆

Achievement	Student Outcomes	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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>43%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>51%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>51%</td> <td>39%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>46%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>38%</td> <td>49%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	43%	37%	Numeracy	13%	51%	36%	Writing	11%	51%	39%	Spelling	14%	46%	40%	Grammar and Punctuation	13%	38%	49%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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:

Engagement	Student Outcomes	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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>91 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	91 %	92 %	93 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	91 %	92 %	93 %	92 %										



Performance Summary

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Wellbeing	Student Outcomes	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: 2017</p>	Similar
<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: 2017</p>	Similar

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)

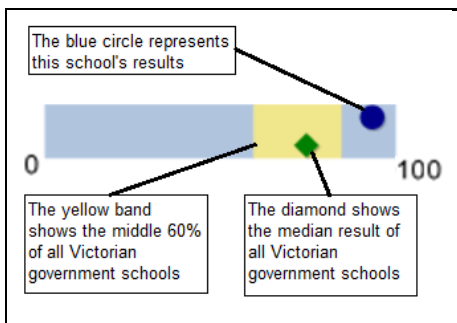
Engagement

- 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).

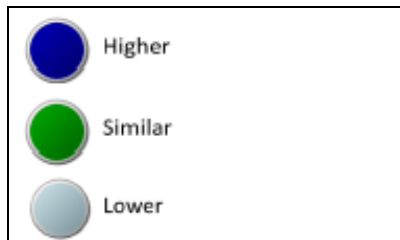


What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').



Financial Performance and Position

Financial performance and position commentary

During the course of the 2017 academic year, the Finance & Facilities subcommittee of School Council judiciously monitored all income and expenditure. The school once again finished the year with a healthy surplus as a result of rigorous internal control measures and outstanding financial support and philanthropy from the parent community. The School Resource Package financed from the state government provided quarterly cash payments to support the daily operation of the school as well as credit component to cover the cost of all centrally paid staff. A credit to cash transaction from the SRP further supported the cost of locally paid staff. The school commends the work of Debbie Dorgan (Business Manager) and the Facilities & Finance team for their meticulous management of the school's extensive program budgeting structure.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,166,916	High Yield Investment Account	\$103,786
Government Provided DET Grants	\$609,149	Official Account	\$64,163
Government Grants Commonwealth	\$8,354	Other Accounts	\$239,898
Government Grants State	\$4,800	Total Funds Available	\$407,847
Revenue Other	\$32,000		
Locally Raised Funds	\$1,020,253		
Total Operating Revenue	\$6,841,472		
Equity¹			
Equity (Social Disadvantage)	\$7,475		
Equity Total	\$7,475		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,963,357	Operating Reserve	\$252,207
Books & Publications	\$10,806	Revenue Receipted in Advance	\$123,316
Communication Costs	\$14,579	School Based Programs	\$24,200
Consumables	\$138,904	School/Network/Cluster Coordination	\$5,923
Miscellaneous Expense ³	\$577,560	Provision Accounts	\$2,200
Professional Development	\$39,584	Total Financial Commitments	\$407,847
Property and Equipment Services	\$436,276		
Salaries & Allowances ⁴	\$295,833		
Trading & Fundraising	\$139,658		
Utilities	\$38,788		
Total Operating Expenditure	\$6,655,345		
Net Operating Surplus/-Deficit	\$186,126		
Asset Acquisitions	\$16,974		

(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 05 March 2018 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.