

# 2018 Annual Report to The School Community



**School Name: Williamstown North Primary School (1409)**



- 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 Regulation 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 2018 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 2019 at 09:04 AM by Jim Cahill  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 29 March 2019 at 03:24 PM by Julia Kaye (School  
Council President)

## About Our School

### School context

Williamstown North Primary School's vision is to empower students to reach their personal best and to make a positive difference with their learning. In working towards this vision, the school is characterised as a dynamic and inclusive learning community that actively promotes personal excellence, critical thinking and empowerment. The school's daily practices are underpinned by the school's four values: Respect, Responsibility, Resilience and Doing Your Best.

Williamstown North Primary School is located in the seaside suburb of Williamstown, approximately 14 kilometres from Melbourne CBD. The school's low SFO Index of 0.15 and SFOE Index of 0.12 in 2018, reflect the generally strong socio-economic profile of the school community.

Student enrolments in 2018 were very stable, with approximately 810 students being accommodated across thirty-three grades (all being single level classes) throughout the year. The school's staffing profile remained relatively stable through this period, with three Principal Class Officers and forty-five teaching staff. The Education Support Staff profile consisted of three main office staff, six classrooms aides, a nurse, ICT Technician, Canteen Manager, Grounds person and Maintenance person.

In 2018, the school introduced a new timetable structure for its five specialist programs. All students participated in weekly Physical Education classes throughout the year, whilst Japanese, Visual Arts, Performing Arts and Science were undertaken by students on a semester basis.

### Framework for Improving Student Outcomes (FISO)

In 2018, Williamstown North Primary School entered into the second year of its current Strategic Plan (2017 - 2020). Against the FISO framework, the school focused its journey on excellence in teaching and learning through building practice excellence, as well as further promoting a positive climate for learning through empowering students and building school pride.

In building practice excellence, the school articulated four key improvement strategies. These included:

1. The development and implementation of a School Wide Instructional Model.
2. The improved use of Compass as a platform for enhancing the communication of student learning.
3. Refine the implementation of a whole staff coaching program.
4. Introduce Science as a specialist program.

The school's progress and achievements against these key improvement strategies were certainly impressive. The school now has a documented draft Instructional Model in place, that will be fully trialed in 2019. The Compass platform was used to begin working towards a more ongoing approach to student assessment and reporting, with both student reports and proficiency scales uploaded for the first time. The school's coaching program was further embedded with approximately forty staff participating in an extended coaching cycle, with two school teams opting to pursue collective goals and many staff exploring goals linked to the High Impact Teaching Strategies (HITS). A specialist program in Science was seamlessly introduced into the school's specialist suite of programs.

In further empowering students and building school pride, the school articulated three key improvement strategies. These included:

1. The implementation of the School Wide Positive Behaviours Support (SWPBS) program.
2. The Health Hub focus to broaden support for student and staff wellbeing.
3. Enhanced student leadership program and broader lunchtime activities program.

The heightened focus on the school's values through the SWPBS was indeed a highlight of 2018. A token system was embraced by students to reinforce the school's values and a school Matrix was successfully launched with the whole school community. The Health Hub continued to broaden its influence across the school with specific programs being implemented across several year levels, the introduction of the Teeth on Wheels program, Yoga sessions for staff, extensive asthma training for approx. 70 students as well as the collation and presentation of extensive data sets generated through the Health Hub. Student leadership was structured into the school's timetable for the first time and a broad suite of lunchtime activities ensured passive, active and physical opportunities were available for students.

## Achievement

The School Performance Report published in September 2018, rated the school's overall performance in the 'Influence' category for the first time. Schools in this category are recognised as having high to very high performance that has been maintained consistently over a three year period and is on a positive improvement trajectory with the school acting as an influencer and system leader.

Rigorous stretch targets in reading and writing continued to provide a focus for improved student achievement in 2018.

In Year 3 NAPLAN reading, the school aspired to have 73% of students achieve levels 5 & 6. The school met this target with exactly 73% of students working at these higher levels.

In Year 5 NAPLAN reading, the school aspired to have 55% of students achieve levels 7 & 8. The school surpassed this target with 61% of students working at these higher levels.

In Year 5 NAPLAN writing, the school aspired to have 41% of students achieve levels 7 & 8. The school did not meet this target with 30% of students working at these higher levels.

In continuing to work towards the school's student achievement goals and outcomes, a Key Reference Group will be established in 2019 to oversee F - 6 curriculum development. The use of proficiency scales will be embedded across all year levels to forge an ongoing assessment and reporting platform. Targeted professional learning will continue in literacy, with a particular focus on deepening the school's understanding and practice for students with dyslexia, and further exploring the link between mentor texts and comprehension. Explicit use of online resources to further support instruction in reading & writing will be undertaken with platforms such as WUSHKA, and teachers will collaborate throughout 2019 to continually reframe tier 2 and tier 3 intervention structures.

## Engagement

Enhanced Student Leadership and Peer Leadership programs for Years 5 and 6 were implemented in 2018. Year 6 students participated in weekly leadership sessions for the first time, with provision dedicated within the school's timetable to support student leaders working with nominated teachers over the course of the year.

In 2018, the school introduced five Proficiency Scales in Number, Reading & Writing, to begin to work towards a continuous assessment and reporting platform. Over time, the scales aim to clarify curriculum pathways for students to further support their engagement and future goal setting. The immense work undertaken by teachers in building these scales was indeed impressive.

A new timetable structure was introduced in 2018 which utilised one hour timeslots for classroom and specialist programs. This new structure significantly reduced student transitions throughout the school day, thereby providing more extended periods for deeper learning and enhanced engagement. All specialist sessions were extended from the previous forty minutes, to become one hour on a semester basis (excluding PE which was facilitated on a weekly basis). The introduction of Science as a specialist program was seamless and extremely well received by students, staff and parents.

A Lunchtime Activities KRG was established in 2018, to oversee the provision of a broad range of lunchtime activities throughout the year. Despite the school's growing enrolment, the lunchtime activities program played a significant role in reducing the number of students in the playground at lunchtime as well as providing students with a wonderful variety of lunchtime activities in which to participate.

A revamped assembly structure was introduced in 2018 based on student and staff feedback. The assemblies continued to be led by student leaders and for the first time separate assemblies were undertaken for the junior and senior schools on a rotational basis. All classes were rostered throughout the year to undertake a performance or presentation at an assembly, thereby ensuring enhanced student voice and agency.

Extensive extra-curricular provision further enhanced student engagement throughout 2018. Major community events included a STEAM Expo, Senior Musical (The Little Mermaid), 2 Junior Performing Arts Showcases and the school's first ever Digi Tech Day.

Goal setting protocols for each sub section of the school will be explored in 2019 to build a more differentiated approach to goal setting for students. The school will trial it's Instructional Model and seek teacher feedback to refine and embed this model. Six proficiency scales will be utilised in 2019 to closely monitor and report student achievement against the school's Power Standards (essential learnings), with teachers continuing to refine effective

feedback mechanisms for students. Students in Years 5 & 6 will continue to participate in the Resilient Youth Australia Survey, with the school establishing a deeper understanding of the factors particularly impacting upon the engagement of older boys.

## Wellbeing

In 2018, the school made significant progress with the implementation of the School Wide Positive Behaviour Support (SWPBS) program. A school wide token system was introduced and a Behaviour Matrix was successfully launched with the school community to elevate the focus on the school's values. Weekly student awards, wrist bands and stickers, provided teachers with a customised package of resources to also further embed the school's values.

All staff participated in the first stage of professional learning on the use of restorative practices. A Minor and Major behaviours flow chart was drafted by teachers to identify consistent responses that staff could undertake for when responding to student behaviours.

All staff participated in professional learning to implement the Zones of Regulation across the school, in further support of the school's inclusion practices. Extensive data sets were generated through the Health Hub to better understand the nature of student accidents, illnesses and the wellbeing levels of students. It was very pleasing to see strong improvements in many variables linked to student wellbeing on the 2018 Attitudes to School Survey.

In 2019, the Minor & Major Behaviours flowchart will be introduced to all staff. Linked to this flowchart, will also be the enhanced tracking of student behaviour at recesses and lunchtimes to further support student wellbeing. All staff will participate in extended professional learning on the use of Restorative Practices to forge a more consistent structure to conversations with students about their behavioural choices. The school's Matrix will be simplified to ensure it can be easily translated and implemented at each level of the school. Community forums to broaden parent understanding on the school's inclusion framework will be undertaken to ensure the additional needs of students and their daily adjustments are well understood. The school will continue to closely monitor student enrolments and the pressure on the school's facilities to ensure a heightened focus on student wellbeing. Programs supporting the mental health of students & staff will continue to be further explored as part of the Circles of Care model being implemented through the school's Health Hub.

## Financial performance and position

During the course of the 2018 academic year, the Finance & Facilities subcommittee of School Council once again judiciously monitored all income and expenditure. The school 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 of \$30000 in Term 4 further supported the cost of locally paid staff. The school received Inclusion Boost funding of approximately \$5000 which was used to purchase new furniture for the Butterfly Room. Equity funding of approximately \$10000 supported the implementation of the SWPBS program and the purchase of a ramp for the school's stage. The school received additional funding through a School Improvement Partnership with another local primary school, with an additional \$20000 of funding receipted to support collaboration and professional learning. 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.




**For more detailed information regarding our school please visit our website at**  
<https://www.willynth.ps.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

#### Enrolment Profile

A total of 805 students were enrolled at this school in 2018, 359 female and 446 male.

5 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






#### School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






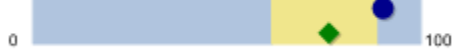















## Performance Summary

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><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>

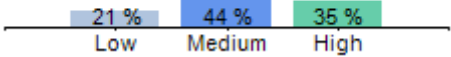
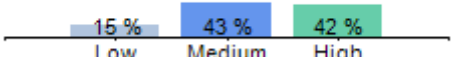
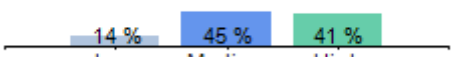
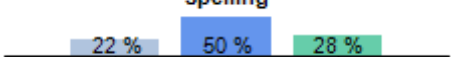
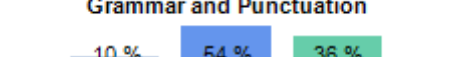
## Performance Summary

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><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>NAPLAN Learning Gain</b> <b>Year 3 - Year 5</b></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 style="text-align: center;"><b>Reading</b></p>  <p style="text-align: center;"><b>Numeracy</b></p>  <p style="text-align: center;"><b>Writing</b></p>  <p style="text-align: center;"><b>Spelling</b></p>  <p style="text-align: center;"><b>Grammar and Punctuation</b></p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</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: 

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><b>School Comparison</b></p> <p>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 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p> <table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>93 %</td><td>92 %</td><td>93 %</td><td>93 %</td><td>93 %</td><td>93 %</td><td>91 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	93 %	93 %	93 %	91 %	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	93 %	93 %	93 %	91 %										

## 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: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Similar</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, 2018

Revenue	Actual
Student Resource Package	\$5,554,787
Government Provided DET Grants	\$642,567
Government Grants Commonwealth	\$16,325
Government Grants State	\$4,700
Revenue Other	\$58,877
Locally Raised Funds	\$1,149,441
<b>Total Operating Revenue</b>	<b>\$7,426,698</b>

### Equity<sup>1</sup>

Equity (Social Disadvantage)	\$10,651
<b>Equity Total</b>	<b>\$10,651</b>

### Expenditure

Student Resource Package <sup>2</sup>	\$5,354,231
Books & Publications	\$9,288
Communication Costs	\$6,490
Consumables	\$163,638
Miscellaneous Expense <sup>3</sup>	\$687,496
Professional Development	\$47,188
Property and Equipment Services	\$437,655
Salaries & Allowances <sup>4</sup>	\$398,030
Trading & Fundraising	\$118,647
Travel & Subsistence	\$366
Utilities	\$56,631
<b>Total Operating Expenditure</b>	<b>\$7,279,660</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$147,038</b>
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<b>Asset Acquisitions</b>	<b>\$9,000</b>
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### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$49,602
Official Account	\$53,994
Other Accounts	\$280,781
<b>Total Funds Available</b>	<b>\$384,377</b>

### Financial Commitments

Operating Reserve	\$215,878
Other Recurrent Expenditure	\$3,227
Provision Accounts	\$2,200
Funds Received in Advance	\$127,284
Funds for Committees/Shared Arrangements	\$7,789
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$18,000
<b>Total Financial Commitments</b>	<b>\$384,377</b>

(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 15 March 2019 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)

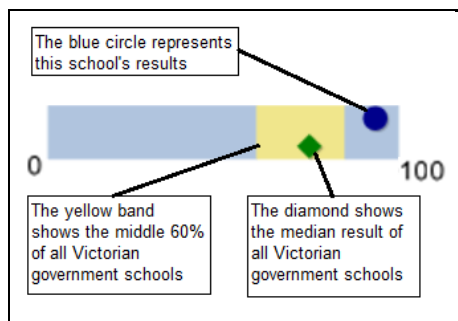
### Engagement

- 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).

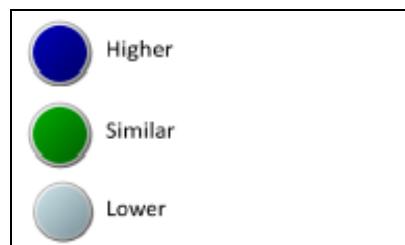


## What does *School Comparison* refer to?

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 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*' 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').