

2023 Annual Report to the School Community

School Name: Western English Language School (8838)



- 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 21 March 2024 at 01:14 PM by Laurence Guttman (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 11:39 AM by Denis Margetic (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 Language schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Language schools

Key terms used in the Performance Summary are defined below:

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.

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.

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

WELS Vision: WELS empowers students to develop the practical and academic language skills needed in mainstream settings within a safe and supportive environment. Our vision is underpinned by respect, responsibility and caring as well as community connections.

Our value of Respect denotes both a positive feeling of esteem for a person and also specific actions and conduct representative of that esteem. It is the goal of WELS to create a mutually respectful atmosphere between all individuals involved within our school including students, parents and carers, teachers, all other staff members and visitors. As such, all entities are expected to remain respectful to each other at all times.

Our value of Responsibility: Every student has the right to learn in a happy, safe and engaging environment. The best educational opportunities exist when an appropriate school environment is maintained. The staff at WELS recognise the need to uphold consistent expectations and procedures throughout the school. These procedures are in place to guide students towards a more responsible and self-disciplined role in our school environment. Staff and students demonstrate responsible behaviours everywhere in school and in the community.

Our value of Caring: Students and staff demonstrate caring by helping people, thinking about others, sharing and accepting others for who they are.

Context and History of the School: WELS provides newly arrived students in the metropolitan area of the South-West Victoria Region with their first experience of an Australian school. WELS was established in 2000 in order to teach English as an Additional Language to newly arrived students across South Western Victoria Region. Students who enrol are newly arrived migrant, refugee and international students aged between five and eighteen years. In 2023, WELS operated six campuses, located in Braybrook, Wyndham, Footscray, Manor Lakes, St Albans and Melton. The campuses are all situated in high-settlement areas of newly arrived families.

Campuses: · The largest campus is the F-10 Campus in Braybrook with capacity for 13 secondary and six primary classes (total of 247 students). The F-10 Campus is the administrative hub of the school. Facilities include a library, gymnasium, science laboratory, home economics room and canteen. · A four-class primary campus at Footscray operates within the Footscray City Primary School with access to the school's facilities (total of 52 students). · A five-class primary campus at St Albans operates on the grounds of St Albans Primary School. Students at this campus have access to the school's facilities (total of 52 students). · The Manor Lakes F-6 campus is situated on the grounds of Manor Lakes College and has a purpose-built facility for new arrival classes in Manor Lakes and surrounding suburbs. The campus can accommodate 10 primary classes with capacity for six secondary classes (total of 208). · The Wyndham secondary campus is situated on the grounds of Wyndham Central College and has a purpose-built facility to cater for new arrivals classes in Werribee and surrounding suburbs. The campus can accommodate seven secondary classes (total of 91 students). · The Melton campus can accommodate 6 primary class and is located on the site of Melton Primary School. It was opened in term 3, 2023 (total 78 students).

Backgrounds of Students: Students at WELS come from a range of countries. Students have predominantly come from Afghanistan, India, Pakistan, Iraq, Myanmar, Sudan and Vietnam. At any one time, over 50 different nationalities can be represented in the school's enrolments. International fee-paying students also enrol for English Language tuition alongside refugee and migrant students. WELS enrolls Year 1 to Year 10 students within six months of their arrival in Australia. Foundation students can enrol within 18 months of arrival. Students arrive on a variety of visas, including migrant (skilled and unskilled), refugee, humanitarian and various family categories. Students may be equivalently schooled or have interrupted or no prior schooling. A student is classified as having had interrupted schooling if their schooling has been disrupted or discontinued for two or more years.

Teachers: WELS employs teachers who have specialist qualifications in teaching English as an Additional Language. These qualifications, supplemented by the school's strong program of professional development in teaching and learning and wellbeing, equip teachers to teach the English language as well as the literacy and cultural understandings necessary for students to participate in mainstream settings and in the wider community. Staff participate in professional development on the cultural backgrounds of various cohorts, particularly in regards to how these backgrounds influence student settlement and learning. In 2023, WELS staffing across the six campuses consisted of 4 Principal class staff, 2 Learning Specialists, 3 Leading Teachers, 69 teaching staff, .4 Mental Health in Primary Schools, .4 Learning Tutor, .6 Para Professional, 8.4 Education Support staff

(Administration, including .8 Mental Health position), 18.07 Multicultural Education Aides (including SLP of 8.6), 0.2 Bilingual volunteers also assist with supporting students in classes across the WELS sites. Total central payroll FTE is 97.27 and 18.8 School Local Payroll.

Multicultural Education Aides: Multicultural Education Aides (MEAs) are staff whose main responsibility is supporting EAL students in their learning by explaining concepts or instructions in their first language as well as providing additional support for all students. Due to their own experiences and community connections, MEAs are instrumental in establishing and maintaining links with newly arrived families. Students' health, safety and wellbeing are essential to learning and development.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was the first year of the school's new SSP. Our learning goal for the four-year plan is to maximise the learning growth of all students. This goal was based on the School Review Panel's analysis of school assessment data and the goal to enhance growth for all students.

One focus for the school was to increase opportunities for teachers to collaborate, which we know has a positive impact on instruction and therefore learning. To do these, we provided protected time for teachers to work in Professional Learning Communities. We also introduced Assessment and Moderation Days, which enabled teachers to meet for one day per term to assess student work, moderate these assessments and plan. Our efforts in this space were reflected in our School Performance Report in which School Climate (the domain that measures staff endorsements of Collective Efficacy and Academic Emphasis) was assessed as 'influence'.

We either met or partially met all the AIP targets related to this goal. Highlights included that 94% of Primary students achieved two or more reading levels growth over their stay (the annual target was 87%). And when considering Secondary students who exited in T4 2023, and therefore represent the cohort with the greatest impact on learning outcomes resulting from 2023 AIP actions, 87% achieved one or more LLs growth. When investigating exactly how much growth this 87% made, it was 2.6 Language and Literacy levels, which equates to 2.6 years' worth of mainstream-equivalent growth in the language features and genres taught.

Wellbeing

Our wellbeing goal for our current SSP is to enhance the wellbeing of all students. We are well aware that the wellbeing of our students is incredibly important and must remain an ongoing priority. This fact was reflected in our Review. As a New Arrivals setting, we must provide wellbeing support to our students in a culturally sensitive way that also takes into account their prior education. To do this in 2023, we provided students with learning related to consent, voice and agency, emotional, physical & sexual health and wellbeing through: · Resilience, Rights and Respectful Relationships (RRRR) · Body Safe Australia · School-Wide Positive Behaviour Support (SWPBS)

We also provided parents and carers with related information through Parent Information Sessions. Another achievement was to continue to foster productive partnerships with families and the community. Examples of how we achieved this include: · free English lessons for parents and carers that take place two times every week · providing advocacy and support to families to access healthcare and other services · working closely with external agencies such as Foundation House, Centre for Multicultural Youth, The Royal Children's Hospital and the Western Bulldogs to provide our students and their families with support and opportunities

Our efforts in this space were reflected in our School Performance Report in which Engagement (the domain that focuses on students' attendance) was assessed as 'influence'. Student Attitude (which measures students' engagement in Stimulating Learning, Learning Confidence and Student Safety) was classified as 'recharge', as it remained very high (83.7% positive endorsement) but did fall 1.5% on the previous year.

Other highlights related to our wellbeing goals are listed in the table below: Our wellbeing goal for our current SSP is to enhance the wellbeing of all students. We are well aware that the wellbeing of our students is incredibly important and must remain an ongoing priority. This fact was reflected in our Review. As a New Arrivals setting, we must provide wellbeing support to our students in a culturally sensitive way that also takes into account their prior education. To do this in 2023, we provided students with learning

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Other highlights related to our wellbeing goals are listed in the table below:

Survey	Domain	2022	2023	Goal	2023 Achieved
Attitudes to School Survey	Effective classroom behaviour	86%	87%		93%
	Parent participation and involvement	90%	91%		91%
Parent Opinion Survey	Teacher communication	87%	88%		93%
	Student voice and agency	91%	92%		92%
School Staff Survey	Parent and community involvement	45%	49%		63%
	Trust in students and parents	67%	70%		82%

Engagement

WELS has always known the value and importance of ensuring our students are valued and supported. And because of this, our students feel safe and they love coming to school. Evidence of this is our outstanding Student Attitudes to School results. Some examples are in the following table, which shows the percentage of positive endorsement for a sample of survey facts:

Domain	WELS Network State		
Effective teaching time	93%	57%	65%
Emotional awareness and regulation	82%	66%	68%
Not experiencing racism in the past year	100%	79%	82%
Motivation and interest	94%	59%	61%

At WELS, we have built and maintained inclusive and sustainable relationships with diverse communities and organisations, including youth groups, mental health and medical groups, refugee centres, local authorities, emergency services and education providers. This has helped us to seek guidance, advice and feedback on how to maintain inclusive services and activities for newly arrived students and families, supporting their learning and wellbeing. It has also provided students with a plethora of extra-curricular activities, ranging from bowling to dancing to cooking and many, many others.

Teachers engage with students to design rich, open-ended tasks and the implementation of inclusive teaching, learning and wellbeing practices. Parents and carers have expressed that they feel engaged with the school and are grateful for the opportunities we provide their children.

Attendance: Attendance is a key marker of student engagement. As such, we are proud to have excellent data in this area. In 2023, 10% of F-6 students missed 20 or more days of school, compared to 28% for the Network and 36% for the State. Similarly, 8% of Year 7-12 students missed 20 or more days of school, compared to 37% in the Network and 49% in the State. And as stated in the previous section, our school is ranked as 'influence' in our School Performance Report for Engagement (the domain that focuses on students' attendance).

Financial performance

All funds received from the Department 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. The school was in a very sound financial position throughout 2023. The School Strategic Plan, along with the 2023 Annual Implementation Plan, provided the framework for School Council allocation of funds to support school programs and priorities.

The Financial Commitments section of the Financial Performance and Position report shows an end-of-year surplus from both credit and cash budgets of \$1,142,106, however the actual confirmed deficit/surplus is subject to change as the SRP reconciliation is yet to be completed for the 2023 school year.

In 2023, Western English Language School received the following (in cash):

- \$586,213 in equity funding (social disadvantage) which was expended through additional teaching, Mental Health and MEA staffing.
- \$128,310 for Swimming in Schools (all sites)
- \$57,513 in Career Education Funding (CEF)
- \$14,000 in Active Schools-Extracurricular Boost
- \$3,000 in Active Schools-Physical Education (PE) and Sport
- \$22,785 in Student Wellbeing Boost
- \$9,800 State Government Advance grant expended through additional programs across the two secondary sites.
- Other grants received were either received in the 2023 school year or carried forward from subsequent years and expended through additional curriculum programs for students.

For more detailed information regarding our school please visit our website at
<https://www.wels.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 443 students were enrolled at this school in 2023, 219 female and 224 male.

100 percent of students had English as an additional language and 0 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).

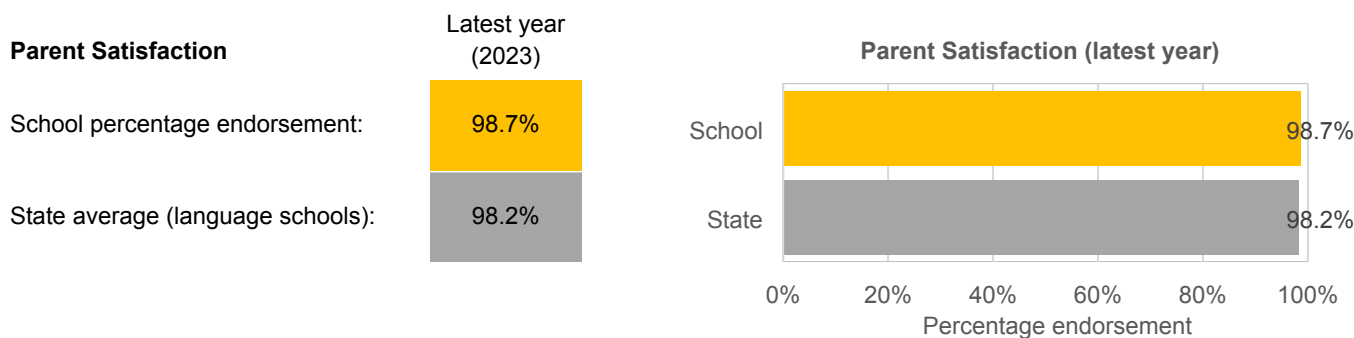
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

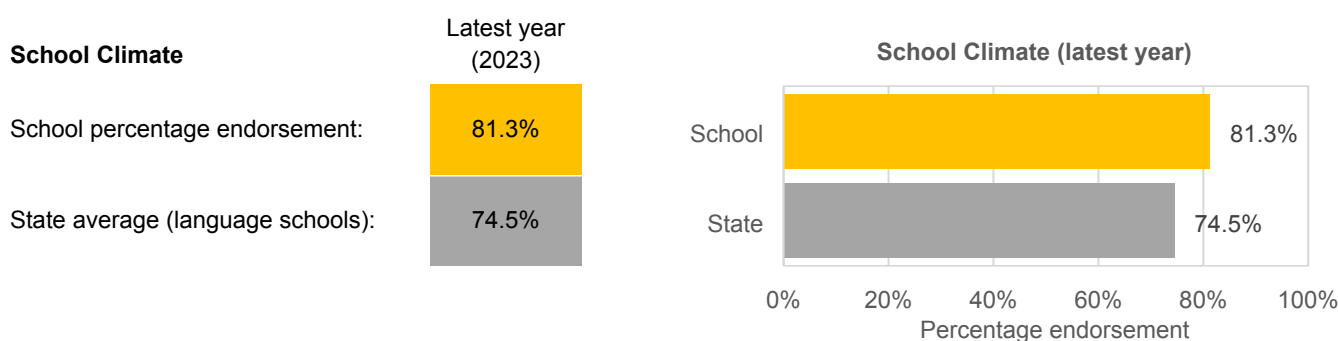


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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.



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$12,399,088
Government Provided DET Grants	\$2,369,191
Government Grants Commonwealth	\$5,499
Government Grants State	\$19,300
Revenue Other	\$298,410
Locally Raised Funds	\$97,372
Capital Grants	\$0
Total Operating Revenue	\$15,188,860

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,192,218
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,192,218

Expenditure	Actual
Student Resource Package ²	\$11,079,506
Adjustments	\$0
Books & Publications	\$29,064
Camps/Excursions/Activities	\$129,343
Communication Costs	\$22,298
Consumables	\$166,877
Miscellaneous Expense ³	\$214,551
Professional Development	\$40,729
Equipment/Maintenance/Hire	\$291,993
Property Services	\$359,968
Salaries & Allowances ⁴	\$1,190,503
Support Services	\$403,660
Trading & Fundraising	\$65,671
Motor Vehicle Expenses	\$4,526
Travel & Subsistence	\$0
Utilities	\$48,068
Total Operating Expenditure	\$14,046,754
Net Operating Surplus/-Deficit	\$1,142,106
Asset Acquisitions	\$280,861

(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 16 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	\$1,033,265
Official Account	\$22,817
Other Accounts	\$4,169
Total Funds Available	\$1,060,251

Financial Commitments	Actual
Operating Reserve	\$441,612
Other Recurrent Expenditure	\$1,544
Provision Accounts	\$4,517
Funds Received in Advance	\$0
School Based Programs	\$552,397
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	\$501,793
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,501,863

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.