

2018 Annual Report to The School Community



School Name: Wonga Park Primary School (3241)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 30 April 2019 at 09:15 AM by Julie Crawford
(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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 30 April 2019 at 09:47 PM by Steve Andrews
(School Council President)

About Our School

School context

Wonga Park Primary School is set in a beautiful semi-rural environment and values its strong sense of community. We have continued to work on the directions and priorities identified in our School Strategic Plan. Our highly professional and dedicated teaching staff (24.20) and ES staff (9.8) provide a nurturing, engaging and innovative learning environment to support our 415 students to be healthy, caring and connected community members, who have a love of learning and demonstrate that effort equals success. We provide rich opportunities for students to develop the values, knowledge and skills that will enable them to become self-reliant, resilient and effective members of an ever-changing global community. We value integrity, commitment, respect, courage and confidence, self-responsibility, persistence, creativity, critical thinking, individuality, fun and celebrating success. Our highly dedicated staff demonstrates a strong commitment to our values-based culture, continuous improvement and achieving excellence in teaching and learning. Committed teams of teachers at each level design engaging, flexible and authentic learning opportunities that are ICT rich, to explicitly teach the language, tools and strategies for students to engage in analytical, critical and creative thinking tasks and Challenge Based Learning projects. As an Apple Distinguished School, Wonga Park PS is acknowledged for leadership and innovation in the use of technology.

Our Tribes learning community is committed to building positive relationships. This priority, along with our eSmart focus on safety and wellbeing, has contributed to strong student connectedness, high parent and staff satisfaction and strong partnerships between home and school.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning

Building Practice Excellence & Curriculum Planning and Assessment – The school has developed consistent approaches to teaching and learning in English, Mathematics and Challenge Based Learning and has achieved improved student outcomes and learning growth. Working collaboratively to develop a research-based instructional model and build each teacher's knowledge and understanding of skills progressions in English and Mathematics has been a focus. Building the capacity of middle leadership to lead deep analysis of data, effective planning and evaluation of the impacts of instructional practice has continued.

Positive Climate or Learning

Empowering Students and Building School Pride - The school has developed a range of approaches to build social and emotional skills for students, to ensure a positive climate for learning and to support student wellbeing. Parent and community partnerships are highly valued and community satisfaction, evidenced by the Parent Opinion Survey, is strong. The school had made progress in empowering students in their learning particularly through goal setting, Challenge Based Learning, engaging in a Personality Dimensions program in Years 5 and 6 and a targeted Self-Regulation Program for Years 3- 5. Planning and implementing real world learning and enhancing critical and creative thinking is a focus, as is creating open-ended tasks and more choice in learning.

Achievement

Wonga Park Primary School is committed to continuously improving student learning. Teacher Assessments from the Victorian Curriculum indicate that our students are in the top 40% of primary students in Victorian Government schools in English and are performing higher than comparative schools. In Mathematics, our students are also in the top 40% of Victorian Government schools and are performing at a similar level to comparative schools.

In NAPLAN, the 2018 data and our four-year average data for our Year 3s in Reading is well above the state median and similar to comparative schools. Our 2018 data and our four-year average NAPLAN data for Year 3s in Numeracy is also well above the state median and similar to comparative schools.

In NAPLAN, our four-year average data for our Year 5s in Reading and Numeracy is well above the state median of all Victorian Government Grade 5 students and similar to comparative schools.. Our 2018 Year 5 NAPLAN data for Reading is higher than comparative schools, whilst our Year 5 2018 data for numeracy is similar to comparative schools.

NAPLAN Learning Gain data shows growth from Years 3 to 5 in Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. The 2018 data has shown a marked improvement in the percentage of students making high growth and a decrease in the percentage of students making low growth particularly in the areas of Reading (high growth 53%/ low growth 18%), Writing (high growth 40% / low growth 9%) and Spelling (high growth 40%/ low growth 13%). Teachers will continue to work together using the expertise of our teachers and educational consultants, to further develop and refine our rich and consistent whole-school approach to numeracy and literacy and our focus on student agency.

Teachers will continue using data gleaned from ongoing assessment to inform explicit teaching and individual learning plans for students above and below the expected level. Teachers will provide an ICT rich, differentiated curriculum to support every child's individual learning needs. Challenge Based Learning and the Stephanie Alexander Kitchen Garden Program will provide real life contexts for children to create, problem-solve and develop 21st Century skills and attributes.

Engagement

Student engagement is a high priority and we have a strong commitment to ensuring that students successfully manage change, particularly as they transition from one stage of education to another. Resources are invested to build teacher capacity and to employ a school psychologist and chaplain to provide support for students, staff and families.

Strong links with the feeder pre-schools begin with the Pre-School Storytime Program and continue with the highly successful Prep Transition Program which includes participation in Prep classroom activities and specialist classes. Parents of new Prep students have the opportunity to get a 'feel' for the school with individual tours, Open Night and the transition sessions. The buddy program is a highlight of the grade 6 year and special bonds are fostered through regular shared activities.

Parent Survey data indicates that parents feel very well informed about school procedures and children are confident and happy to start school. Students at all levels across the school participate in transition sessions late in the year to ensure confidence as they move to the next level of the school. Parent Information sessions on a range of targeted topics strengthens the home-school connections.

A curriculum focus on personal development, together with participation in student leadership activities assists with a smooth transition to secondary schools. A strong relationship has been developed with our main Government Secondary feeder schools.

Wonga Park values maintaining links with past students and encourages them to participate in transition discussions, sports coaching and peer support roles.

Wellbeing

Wonga Park is proud of its commitment to student well-being with the school employing a range of initiatives and resources including our Student Welfare Counsellor and School Chaplain.

Our 2018 data and 2-year average data (2017-2018) on the Students Attitude to School Survey for the 'Sense Of Connectedness' element are higher than the State median and similar to schools with comparative characteristics. This indicates that our Grade 4 to 6 students have a strong sense of engagement, belonging and connectedness to school. The 'Management of Bullying' element was also above the State median in 2018 and in the 2-year average data (2017-2018) and similar to comparative schools.

We are committed to creating a nurturing and supportive environment where students develop social competencies and feel comfortable to take risks with their learning. Our strong focus on building and maintaining relationships is supported by a range of initiatives including the Tribes process that is implemented in all classrooms and in multi-age whole school Tribes groups. Tribes creates a positive and safe environment and a common language that promotes children's learning and their social and emotional well-being.

A range of strategies including Student Voice Representatives in each class and student leadership roles,

continue to ensure a strong student voice and the 'Expressions' program offers students the opportunity to discover or pursue an interest or passion.

We will maintain our focus on student engagement and well-being and further develop initiatives that promote emotional intelligence, self-responsibility and resilience including the Kids Hope Program and eSmart.

The importance of regular student attendance is promoted and the 'Golden 10 Minutes' strategy is resulting in improved punctuality. The 2018 student absence data is better than the State average and similar to comparative schools. Although the 4-year average for attendance is also better than the State average and similar to comparative schools, the promotion of regular attendance remains a focus. 2018 attendance rates are between 92% and 94% for all year levels.

Financial performance and position

The school finished 2018 with a surplus of approximately \$10,369. The school allocated significant funding to support our goals and priorities in particular in the areas of Information and Communication Technology, English, Mathematics and Challenge Based Learning. New furniture was purchased for early years' classrooms and funds were allocated to complete grounds works including a new pathway and landscaping in the future cubby building area. Professional Development for teachers and education support staff continued to be a high priority with staff continuing their work with educational consultants and teacher experts to build capacity both individually, as a whole staff and as a cluster with our FISO schools (Rangeview PS and Park Orchards PS). Priorities were to maintain class sizes, employ a second Assistant Principal, a Learning Specialist and three teacher aides, ensure a rich specialist program, employ a school-based psychologist (one day per week) and invest the necessary resources to support high quality teaching and learning opportunities for all students. We will continue to monitor expenditure, explore new funding sources and strategically and responsibly manage the schools' resources.




For more detailed information regarding our school please visit our website at
<https://www.wongapark.vic.gov.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 415 students were enrolled at this school in 2018, 199 female and 216 male.

ND 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>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> Higher</p> <p> Similar</p>

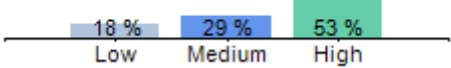
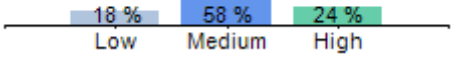
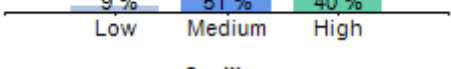
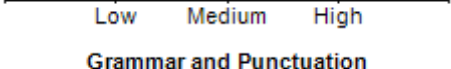
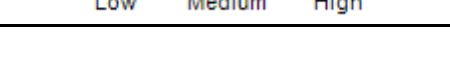
Performance Summary

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 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> Similar</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> Higher</p> <p> Similar</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 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>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</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>School Comparison</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 <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> 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>94 %</td><td>93 %</td><td>94 %</td><td>92 %</td><td>94 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	94 %	92 %	94 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	94 %	92 %	94 %	92 %										

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>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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</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	\$3,104,226
Government Provided DET Grants	\$370,685
Government Grants Commonwealth	\$56,101
Government Grants State	\$12,800
Revenue Other	\$29,152
Locally Raised Funds	\$579,721
Total Operating Revenue	\$4,152,686

Equity¹

Equity (Social Disadvantage)	\$8,216
Equity Total	\$8,216

Expenditure

Student Resource Package ²	\$3,096,091
Books & Publications	\$289
Communication Costs	\$6,553
Consumables	\$112,558
Miscellaneous Expense ³	\$256,941
Professional Development	\$50,095
Property and Equipment Services	\$152,407
Salaries & Allowances ⁴	\$333,476
Trading & Fundraising	\$97,565
Utilities	\$36,342
Total Operating Expenditure	\$4,142,317

Net Operating Surplus/-Deficit	\$10,369
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Asset Acquisitions	\$1,761
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$85,584
Official Account	\$96,224
Other Accounts	\$36,504
Total Funds Available	\$218,312

Financial Commitments

Operating Reserve	\$164,393
Other Recurrent Expenditure	\$45
Funds Received in Advance	\$53,874
Total Financial Commitments	\$218,312

(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)

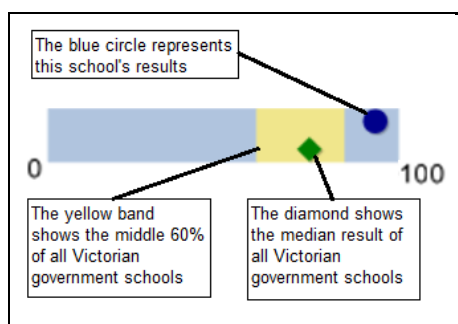
Engagement

- 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).

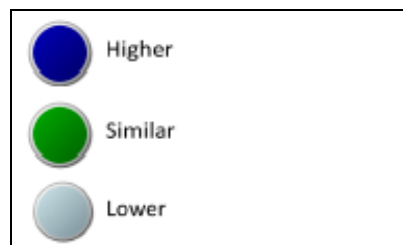


What does *School Comparison* refer to?

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').