

2019 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 2019 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 28 August 2020 at 01:36 PM by Julie Crawford (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 October 2020 at 05:20 PM by Jane Smith (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 committed teaching staff (Principal Class 2.8, Learning Specialist 1.4, Teacher Class 23.0 - Total 27.2) and ES staff (8.8) provide a nurturing, engaging and innovative learning environment to support our 426 students (212 female and 214 male) 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)

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 support students to build social and emotional skills, 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 is an inquiry approach where students build an understanding of their world and their ability to make a difference. 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 Mathematics and are performing above comparative schools.

In NAPLAN, the 2019 data and our four-year average data for our Year 3s in Reading is in the top 15% of all Victorian Government Grade 3 students. Our 2019 Grade 3 Reading data is above similar schools. Although our Year 3

Numeracy data 2019 data is below comparative schools, our four-year average NAPLAN data for Year 3s in Numeracy is just below the top 20% of all Victorian Government Grade 3 students.

In NAPLAN, the 2019 data and our four-year average data for our Year 5s in Reading is in the top 10% of all Victorian Government Grade 5 students and our 2019 Year 5 NAPLAN data for Reading is higher than comparative schools. Our four-year average data for Year 5 Numeracy data is in the top 25% of all Victorian Government Grade 5 students, whilst our Year 5 2019 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 2019 data has shown that results are consolidating in terms of the percentage of students making high growth and the percentage of students making low growth - Reading (high growth 40.9% / low growth 11.4%), Writing (high growth 35.7% / low growth 19%), Spelling (high growth 32.6% / low growth 27.9%), Grammar and Punctuation (high growth 41.9% / low growth 14%) and Numeracy (high growth 29.5% / low growth 18.2%).

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.

The importance of regular student attendance is promoted and the 'Golden 10 Minutes' strategy is resulting in improved punctuality. The 4-year average for attendance is equal to the State average, however, the 2019 student absence data is above the State average and below comparative schools. The promotion of regular attendance remains a focus with the regular promotion of school attendance in parent communications and specific support for any students with increased absences.

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.

The percent endorsement 3-year average data (2017-2019) on the Student Attitude to School Survey for the 'Sense Of Connectedness' element are higher than the State median and the percent endorsement data for 2019 is above 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 percent endorsement 3-year average data for the 'Management of Bullying' element was above the State median. The percent endorsement for the latest year (2019) was also above 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.

Financial performance and position

The school finished 2019 with a deficit of approximately \$79,000. Despite an overall increase in enrolments, a late unexpected increase in family relocations, contributed to this deficit. 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 an early years' classroom and new mobile library shelving and funds were allocated to maintaining and improving the grounds.

As a BARR school, Bushfire Readiness funds were fully expended to prepare the buildings and grounds in readiness for the fire season. Tree Safety funding was expended to ensure a safe school environment. Sporting School funding of approximately \$9000 was used for capacity building and resources in physical education and sport.

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). Equity funding of our around \$10,000 was used for FISO group professional learning around HITS (High Impact Teaching Strategies) and PLC (Professional Learning Communities) analysis sessions for level teams.

Priorities were to maintain class sizes, employ two Learning Specialists 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://wongapark.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 426 students were enrolled at this school in 2019, 212 female and 214 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).

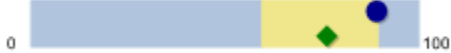
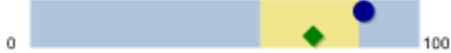




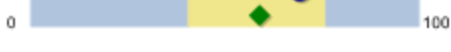

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Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Below ●</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>Above ●</p> <p>Similar ●</p>

Performance Summary







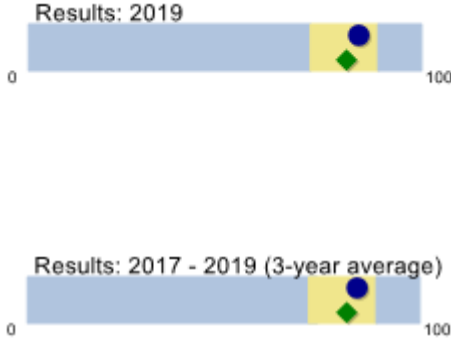

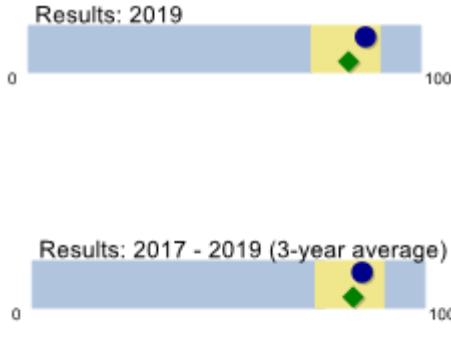

Achievement	Student Outcomes	Similar School Comparison																																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN 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> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>11%</td></tr> <tr><td>Medium</td><td>48%</td></tr> <tr><td>High</td><td>41%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>18%</td></tr> <tr><td>Medium</td><td>52%</td></tr> <tr><td>High</td><td>30%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>19%</td></tr> <tr><td>Medium</td><td>45%</td></tr> <tr><td>High</td><td>36%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>28%</td></tr> <tr><td>Medium</td><td>40%</td></tr> <tr><td>High</td><td>33%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>14%</td></tr> <tr><td>Medium</td><td>44%</td></tr> <tr><td>High</td><td>42%</td></tr> </table>	Gain Level	Percentage	Low	11%	Medium	48%	High	41%	Gain Level	Percentage	Low	18%	Medium	52%	High	30%	Gain Level	Percentage	Low	19%	Medium	45%	High	36%	Gain Level	Percentage	Low	28%	Medium	40%	High	33%	Gain Level	Percentage	Low	14%	Medium	44%	High	42%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>25%</td></tr> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>91 %</td> <td>90 %</td> <td>89 %</td> <td>91 %</td> <td>90 %</td> <td>88 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	89 %	91 %	90 %	88 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	89 %	91 %	90 %	88 %	90 %										

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Wellbeing	Student Outcomes	Similar 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>Above </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>Above </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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,332,280	High Yield Investment Account	\$92,518
Government Provided DET Grants	\$378,127	Official Account	\$87,988
Government Grants Commonwealth	\$26,492	Other Accounts	\$21,419
Government Grants State	\$17,476	Total Funds Available	\$201,925
Revenue Other	\$12,161		
Locally Raised Funds	\$542,464		
Total Operating Revenue	\$4,309,001		
Equity¹			
Equity (Social Disadvantage)	\$9,442		
Equity Total	\$9,442		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,404,855	Operating Reserve	\$151,219
Books & Publications	\$18,539	Other Recurrent Expenditure	\$45
Communication Costs	\$7,933	School Based Programs	\$184,500
Consumables	\$123,449	Capital - Buildings/Grounds > 12 months	\$35,000
Miscellaneous Expense ³	\$231,013	Total Financial Commitments	\$370,764
Professional Development	\$50,340		
Property and Equipment Services	\$194,196		
Salaries & Allowances ⁴	\$249,786		
Trading & Fundraising	\$68,104		
Utilities	\$40,493		
Total Operating Expenditure	\$4,388,707		
Net Operating Surplus/-Deficit	(\$79,706)		
Asset Acquisitions	\$26,350		

(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 26 February 2020 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)

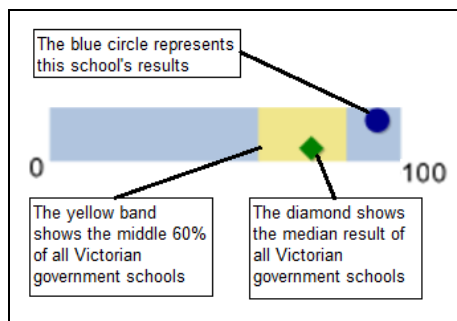
Engagement

- 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).

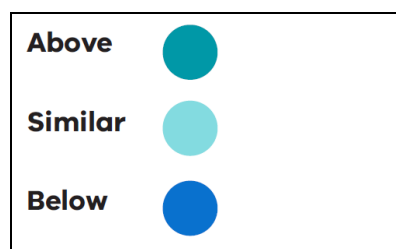


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').