

# 2021 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](http://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 2021 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 29 April 2022 at 12:32 PM by Julie Crawford (Principal)

- This 2021 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 2022 at 04:27 PM by Matthew Kohler (School Council President)

# How to read the Annual Report

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## 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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## 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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'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.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

## About Our School

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### School context

Wonga Park Primary School is located in Wonga Park in the eastern suburbs of Melbourne approximately 43 kilometres from the Melbourne Central Business District. The school was founded in 1895. The school has a strong sense of community and is closely connected to the local pre-school, sporting clubs and CFA. The Student Family Occupation (SFO) category was 0.2163 and the Student Family Occupation Education (SFOE) band value is low.

At Wonga Park Primary School our school vision is to provide a nurturing, engaging and innovative learning environment that develops students who are healthy, caring and connected community members, who have a long love of learning and strive for excellence. We partner with and for community in ways that position all learners, adults and young people, to flourish in their learning and lives.

Wonga Park Primary School's objective is to develop values, knowledge and skills that enable students in being and becoming interdependent, inclusive, resilient and effective members within and for an ever-changing global community.

The school values statement was co-created to shape the way all members of our learning community work together: In our Wonga Park Learning Community...

We matter

We listen

We celebrate who we are

We believe in each other

We feel connected

We slow down to learn deeply with and from each other

We are inquisitive

We create and innovate

We care for Country and the past, present and future it represents

We value our oak tree and the heritage, growth and change it embodies We are brave

We flourish

We belong

Our highly professional and committed staff consists of - Principal Class (1.8), Learning Specialist (2.0), Teacher Class (25.0), ES staff (8.8), a counselling psychologist and a school chaplain. In partnership with our parents and carers, our staff provides a nurturing, engaging and innovative learning environment to support our 478 students (243 females and 235 males). One percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

The school structure reflects a strong team culture. The school is designed to create four smaller communities (Prep, 1/2, 3/4 and 5/6) within our bigger community. There are three straight grades at each level (except for Grade 6 where there are two classes), with the grades at each level located as close as practicable. Break out areas provide flexible learning spaces where students can work independently and collaboratively. We have a stand alone art room, music room and a multi-purpose room that accommodates Maker Space and the Stephanie Alexander Kitchen. Outdoor facilities including a covered basketball court, playgrounds, sandpit, oval, outdoor learning spaces, Stephanie Alexander gardens & chicken coop and recently upgraded prep imagination garden provide many attractive spaces for students to play and learn. Students also have access to the adjacent council owned Dudley Reserve as an extra play space. There has been a strong tradition to utilise amenities in our local area as alternative learning spaces with the local Wonga Park ovals and courts being used for the Interschool Sport program and our Whole School Cross Country. The school's extra-curricular opportunities including: Expressions programs, ICT programs, junior and senior choir, instrumental music, a walk to school club, jogger's club, hot shot tennis, after school basketball and lunchtime clubs were offered where possible due to COVID restrictions.

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### Framework for Improving Student Outcomes (FISO)

The complexities and challenges of the 2021 required our learning community to draw upon our strengths to be adaptable and responsive. Due to the delay in the School Review process, the school continued to focus on the goals in the 2016 - 2020 School Strategic Plan whilst also modifying actions due to the associated challenges of remote and flexible learning. The focus of our work was also guided by the direction of three state-wide DET priorities which were implemented in response to emerging needs.

The School Review scheduled for 2020, was undertaken in 2021. Consultation with staff, students and families took place in Term 1 onsite and validation day was able to be held face-to-face in Term 2. Due to COVID 19 lockdowns and restrictions, the fieldwork day and final panel day were held remotely in Term 3. The school review process provided an opportunity for our learning community to celebrate the growth and improvement against our previous SSP goals and to formulate our future priorities.

In 2021, the school's AIP focus on Key Improvement Strategies related to the FISO dimensions of -

Priority Area - Excellence in Teaching and Learning

- Building Practice Excellence
- Curriculum Planning and Assessment

Key Improvement Strategies -

- \* Build teacher understanding to implement agreed whole school curriculum
- \* Develop and implement the WPPS instructional model to embed high impact teaching strategies
- \* Build teacher and student understanding to assess and use point of need teaching
- \* Build leadership capacity

Priority Area - Positive Climate For Learning

Empowering Students and Building School Pride

Key Improvement Strategies -

- \* Develop greater student voice in learning and understanding themselves as learners
- \* Plan and implement real world learning to enhance critical and creative thinking

Our plans to continue working on identified areas aligned with our Key Improvement Strategies ahead of a scheduled School Review in Term 2 of 2021 needed to be modified with the onset of Remote and Flexible Learning again. Our two Learning Specialists began working with teachers, modelling and coaching in Term 1, however their work needed to be adapted during Remote and Flexible Learning as priorities and needs changed. Although our planned ongoing professional learning with our partners EdPartnerships was suspended, teachers continued to work collaboratively on further strengthening knowledge, skills and leadership capacity. Face-to-face PLC work was also limited during this time however, teacher teams worked together on planning and delivering rich online learning and exploring ways to provide effective feedback and ensuring the wellbeing of every student. Despite these changes, other online professional learning opportunities emerged that aligned with our Key Improvement Strategies. Regular Network and Regional meetings also provided valuable ongoing support for leaders to navigate this constantly evolving space.

Despite these modifications, we were able to continue to deliver on some of the the AIP actions relating to literacy, numeracy and learner agency -

- \* analysing and interpreting evidence and the impact of our teaching
- \* embedding High Impact Teaching strategies (particularly those that became more relevant in the remote learning environment)
- \* supporting students to understand themselves as learners and have agency over their learning
- \* designing learning that required enhanced critical and creative thinking from students

Although Goal 3, Priority Area - Community Engagement In Learning - Parents and Carers As Partners, was not selected as a goal in the 2021 Annual Improvement Plan, remote and flexible learning provided a unique opportunity for parents to partner with the school to support learning. Parents reported feeling a greater connection with their child's learning and the classroom teachers. They had an increased appreciation of what teachers do and how their child learnt. In the Parent Opinion Survey, parents indicated on the Parent Satisfaction elements 84.9% endorsement, higher than the State average of 81.8%.

The return to remote and flexible learning for extended periods in 2021 resulted in DET identifying three state wide

priorities in order to meet the emerging needs of students, teachers and families. The adjusted priorities were –

#### Priority 1 - Learning catch-ups and extension

Students worked towards having a better understanding of their 'next stretch' and to know what their next steps were to progress their learning. Identified students, work with the tutor at the point of need. Teachers used a range of assessment tools to accurately identify student learning needs. There was a focus on embedding consistent approaches to formative assessment and frequent low-stakes testing in order to design learning tasks that enable students to learn at their point of need. Teachers monitored student progress using a range of data sources and provided regular feedback to students and parents. They worked closely with the tutor to assist in the provision of point of need teaching for students in the TLI program and measured the growth and performance of students identified in the TLI program.

#### Priority 2 – Happy, healthy and active kids

The wellbeing of our learning community is always a priority. The strong connections between all partners; teachers, students and parents was particularly evident during remote learning. Wellbeing practices are embedded throughout the school. Teachers integrate social emotional learning into school practice and are consistent in agreed routines and expectations. They prioritised time for student activity throughout the day, noting that there was an even greater need for this after the return from remote learning. Tribes Agreements and school values are modelled and 'lived' throughout our learning community. Future focuses will be to strengthen the Tribes process across the school and train new staff in this program, find opportunities for whole school events/multi aged activities and implement the Respectful Relationships program.

#### Priority 3 - Connected Communities

Long periods of remote learning gave us the opportunity to establish even stronger connections with families, carers and the community and to strengthen and embed school-wide approach to communication. The weekly update for parents called the Wonga Weekly, provided information about the curriculum focuses for the week and handy prompts to assist parents and carers to engage in learning conversations with their children. Individual learning plans also provided parents with a greater understanding of their child's learning needs and progress.

To help parents feel more connected to the school and have a greater awareness of their child's academic progress work began on finding age appropriate, sustainable and streamlined ways to regularly communicate to parents what the 'next stretch' is in their child's learning in reading, writing and maths. Students have agency in this process, working with the teacher to identify what the next steps in their learning are in terms of knowledge, skills and learner dispositions. This is an exciting continuing focus for 2022.

Parents gained increased insights into the teaching and learning process during remote and flexible learning and had the opportunity to strengthen the home-school partnership. A future focus is to explore ways to continue to strengthen these learning partnerships as this is something many parents have expressed a desire to do.

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## Achievement

Despite the many challenges faced by schools in 2021 we are very proud of the results and learning growth our students have achieved.

In Teacher Judgement, 97.3% of students were at or above age expected standards in English, compared with 92.3% for Similar Schools and 86.2% for the State. In Teacher Judgement, 97.1% of students were at or above age expected standards in Mathematics, compared with 92.3% for Similar Schools and 84.9% for the State.

Our NAPLAN data for Reading and Numeracy in Grades 3 and 5 was very pleasing. In Reading in Grade 3, 98.6% of our students achieved in the top three bands compared with 86.8% for Similar Schools and 76.9% for the State. In Reading in Grade 5, 87.8% of our students achieved in the top three bands compared with 81.9% for Similar Schools and 70.4% for the State. In Numeracy in Grade 3, 90.1% of our students achieved in the top three bands compared



with 78.0% for Similar Schools and 67.6% for the State. In Numeracy in Grade 5, 76.7% of our students achieved in the top three bands compared with 72.5% for Similar Schools and 61.6% for the State.

Our NAPLAN Learning Gain data for students from Grade 3 to Grade 5 was also very pleasing with the percentage of students making high growth (relative to the results of all similar Victorian students), higher across all areas - Reading, Numeracy, Writing and Grammar and Punctuation. The only exception was spelling, which continues to be a focus into the future.

Factors contributing to this success include -

**Instructional Leadership** - Our leadership team always work together in order to keep in touch with the needs of staff, students and families across the school. Leaders attended PLCs, team well being meetings and curriculum planning sessions to assist with tracking student growth both academically and emotionally. The effectiveness of our learning programs was overseen through regular conversations and collaboration where data analysis was a priority. Learning Specialists worked within teams to help direct teaching focuses to meet the needs of our learners. Leaders participated in much online PL offered by the Department during the remote learning period and worked hard to share the learning with staff later.

During the remote learning period a focus on keeping Curriculum teams active and connected was important. This provided continual emphasis on teaching and learning for staff as well as an opportunity to notice what was/was not working in the remote learning space and collectively discuss ways to move forward.

After the review process in Term 3, Literacy and Numeracy Curriculum teams began focussing on the next slice of practice identified; in Numeracy we would focus on understanding the what, why and how of challenging tasks and in Literacy we would focus on students identifying their next stretch in Writing. This set the path for our continued work for Curriculum teams in 2022.

Upon returning to onsite learning, leaders worked with staff to ensure there was timetabled priority for the essential curriculum learning areas (Literacy and Numeracy).

**School Climate** - Data from the performance summary indicates a high level of satisfaction. The School staff opinion survey shows an 84.7% endorsement of our climate, which was higher than the state average. This is brought about with the intentional timetabling of team planning, allowing time for team collaboration to work on building rigorous tasks, focus on assessment and point-of-need teaching. When onsite, regular scheduled PLC meetings ensured opportunities to analyse data, identify a slice of practice to inquire into, improve practice and improve student outcomes.

**TLI** - In 2021, a tutor was employed to implement the TLI program successfully across the school. The tutor worked closely with both the teachers and the parents of the students enrolled in the program with daily conversations with the teachers, weekly summaries of areas covered and progress reports and parent reports prepared, including evidence of progression. During Semester One, identified students in Grade 3 and Gr 5 received Numeracy support. During Semester Two, identified students from Foundation-G2 participated in Literacy support. A particular focus on our Foundation learners was identified as students returned to school after a long period of remote learning.

**Technology** - The school proactively adapted our priorities in response to shifting needs during the lockdowns in Terms 2 and 3 and upon return to school in Term 4. As an Apple Distinguished School, Wonga Park PS is acknowledged for leadership and innovation in the use of technology. Our strength in the area of ICT was of enormous benefit in the shift to online learning during periods of remote and flexible learning. Our committed teams of teachers at each level continued to design engaging and flexible online tasks that were both challenging and enjoyable. This focus on academic rigour together with a targeted focus on connections and wellbeing, resulted in a balanced and sustainable approach and a high percentage of our students making pleasing progress in their learning.

**Engagement and wellbeing** - The strong sense of connectedness (86.2% compared to 78.6% of similar schools reported in the Attitudes to School Survey) has supported students' learning. This is highlighted by the high achievement levels in all subject areas and the attendance results both in remote learning and when students returned onsite. The leadership team constantly monitored student engagement and well-being when attending well-being meetings run by teams. All concerns were followed up and supports were put in place for those students in need. Extra wellbeing calls were made, small support groups were established for both academic and well-being support. Well-being days were held with an online camp and an online sleepover planned for students. The school also held a whole-

school online disco. The types of support were reviewed weekly. When back on-site well-being initiatives were at the forefront of all the teaching programs and well-being activities were built into everyday tasks. Students reported high levels of engagement and connectedness in both remote and flexible learning and when back onsite.

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## Engagement

Student engagement is a high priority at Wonga Park Primary School. We have a strong commitment to ensuring that students successfully manage change, they are supported through transitions, particularly as they transition from one stage of education to another. There is not only a focus on learner agency, but learner dispositions, particularly around the area of persistence.

Resources are invested to build teacher capacity and to employ a school psychologist and chaplain to provide additional support for students, staff and families. COVID 19 and the transition to Remote and Flexible Learning posed additional challenges with our young learners required to adapt to a very different learning environment. Self-discipline, independence, persistence, resourcefulness and using initiative became dispositions that young people needed to flourish in a remote learning environment.

Through remote learning times -

Staff worked to keep students connected and engaged; daily class connections, small group and one to one connections via Teams.

Regular communication with families was made to acknowledge that we understood the challenges families were experiencing with parents juggling working and supporting their child/children, the removal of many support networks and the stresses and fears brought about by social distancing and uncertainty. Our aim was to create a sense of partnering and doing the best we could. We communicated the importance of encouraging, supporting and celebrating small wins with their child. And we encouraged families to embrace the opportunity to practice building resilience, kindness and the power of cooperation and working together.

The 'Specialist Hub' was set up to help engage students in all learning areas. A feature of this hub was the offering for students to complete tasks in and around their home and around their immediate environment. Students were offered Wonga Park Primary School the opportunity on Wednesdays to connect to extra-curricula activities. Students were offered opportunities to connect virtually with others to help with maintaining social connections.

Engagement in remote learning varied and depended on a variety of factors including the age of the student, learner preferences and dispositions and the level of support provided in the home. Some students who found the school setting challenging, flourished in the remote learning environment whilst others, who were engaged learners in the school setting, struggled learning at home.

During the phased return to onsite learning our drop-off and pick-up procedure provided opportunities for staff to touch base with parents each day, communicating face to face with parents. A great way to re-connect parents with the onsite learning happenings, while they were not physically allowed into the school grounds.

Teachers focussed on re-connecting students with school routines and build stamina to cope with a whole day at school. Adjustments were made for students who had become accustomed to snacking and taking exercise breaks throughout the day and having their pets as company. Some students also needed support to share, take turns and work collaboratively again. Generally attendance was regular with almost all children engaging in remote and flexible learning. Teachers were responsive and proactive in their support of any student whose engagement faltered with strategies such as more regular contact and modified tasks being implemented. The average number of absence days in 2021 was 11.2, less than the Similar Schools average(12.0) and State average (14.7).

Future directions in the area of Engagement include -

- re-establish onsite connections with our main feeder pre-school and secondary settings to strengthen transitions from one stage of education to another
- We are currently in the process of transferring the management of the Burch Memorial Pre-school to Wonga Park PS, which will give us the opportunity to forge even greater connections.
- building a common understanding and language of agency amongst student, teacher and parents
- build student teacher and parent capacity to implement learner agency
- embedding strong learning partnerships to strengthen our shared understanding of agency



-revisit our CBL curriculum design, reinvigorate our inquiry process after two years of interruption to this curriculum area

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## Wellbeing

Our priority throughout the lockdowns was to maintain connections with our students, families and teachers with opportunities for students to connect with their peers and teachers as a whole class, in small groups or individually being a regular feature.

The health and wellbeing of our students, staff and families has been and continues to remain a high priority. The building of strong relationships and partnerships was a focus. To support our community through lockdown we continued to fund the employment of a school counsellor and we maintained additional support through the school chaplaincy program. Despite having a year disrupted by lockdowns, the sense of connectedness in years 4-6 remained high. The school percent endorsement of 86.2% was much higher than the similar schools which averaged 78.6% and the state average of 79.5%. On the Management of Bullying (Years 4-6) there is a School percent endorsement of 85.4% compared with the Similar Schools average of 77.9% and the State average of 78.4%.

Authentic student leadership positions were promoted, offering young people the opportunity to develop new skills, be in service to their peers and make a difference. Strong links between home and school were strengthened even more during remote and flexible learning. Families are very supportive and involved as partners in their child's learning. There are many human resources, structures and programs embedded to support the wellbeing of everyone in our learning community including a school based student counsellor and school chaplain. Many initiatives, such as Fathers Of The Oak were paused during this time in a face-to-face capacity, requiring them to be re-imagined in a virtual capacity.

During Remote and Flexible Learning wellbeing of students, families and staff was the highest priority for our staff and the leadership team. Staff worked to keep the community connected and worked tirelessly to nurture wellbeing. Morning class check in calls each day and weekly one-to-one check-ins, allowed for all staff to monitor the wellbeing of our students. Wednesdays were allocated as a day to access the specialist hub or extracurricula offerings. A screen free day each term was enabled for students with alternative activities to promote movement and wellbeing. Stronger partnerships were formed between staff and parents even though parents were not able to be onsite. Weekly 'wellbeing' meetings were held by Level teams, identifying those students and families that may have needed extra support. A range of supports were accessed as required - school counsellor, school chaplain, DET SSS staff, Child First, DHHS.

Meals were also provided to families in need throughout this period. Leaders were conscious of keeping workloads sustainable for students, families, teachers and support staff and providing additional support when needed. The leadership team remained connected with families, available for contact, offering email access to parents and keeping communication open. Wellbeing check-ins were established for staff and Friday virtual catch-ups were scheduled. Level Teams were encouraged to create regular catch-up rituals such as virtual coffee catch-up each morning before the daily learning calls started.

A weekly online assembly ran, it was facilitated by a staff member and run by the staff. Grade 6 students connected with their Prep buddies virtually.

When returning to onsite learning we were agile and responsive in response to COVID 19 requirements. There was uncertainty around usual events such as transition, camp, production, carols and graduation resulting in the community needing to be supported through this. The Prep-2 production and the Grade 3-6 production of Shrek were highlights for the students and their families in Term 4.

## Transition

COVID 19 regulations prevented school tours for prospective parents in 2020, requiring schools to re-imagine how to connect with new families. With this in mind, school tours were offered earlier in the year in 2021, enabling most prospective families to visit the school in Term 1. Zoom meetings also provided parents with an opportunity to ask questions and get to know what Wonga Park had to offer. An adapted transition program was implemented late in

Term 4 enabling 2022 preps to attend three sessions and meet their Grade 6 buddy. This was extremely helpful in preparing students for their transition to school.

Transition sessions for all other levels of the school were also undertaken in Term 4. These sessions were particularly important as grade cohorts had remained in their grade groups in 2021, but were now moving into new grade groupings for 2022 (except for our Preps who would be remaining in the same grade cohorts for Grade 1 in 2022). Transition sessions for all other levels of the school were also able to be undertaken late in Term 4 with classes visiting their 2022 classrooms and meeting their teacher. Grade 6 students were also able to visit their secondary school and participate in transition activities in class.

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## Finance performance and position

The school finished 2021 with a surplus of \$175,261. An overall increase in enrolments and careful financial management during unpredictable times contributed to a modest surplus. Although some projected budget items were not expended due to remote and flexible learning, other unforeseen costs such as CRTs, hand sanitiser etc increased. Maintenance costs were also inflated due to working bees being unable to be run.

Fundraising events were also cancelled due to COVID regulations, depleting the opportunity to raise funds for special projects.

As a BARR school, Bushfire Readiness funds were fully expended to prepare the buildings and grounds in readiness for the fire season.

Professional Development for teachers and education support staff continued in a modified form with all sessions being undertaken online, thus reducing the costs in most instances.

The priority for 2021 was to continue to maintain class sizes, continue to employ two Learning Specialists and to ensure a rich specialist program including the Stephanie Alexander Kitchen Garden program, employ a school-based psychologist and invest the necessary resources to support high quality teaching and learning opportunities for all students. All funding for the TLI (Tutor Learning Initiative) were expended.

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.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.

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 478 students were enrolled at this school in 2021, 243 female and 235 male.

1 percent of students had English as an additional language and NDP 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).

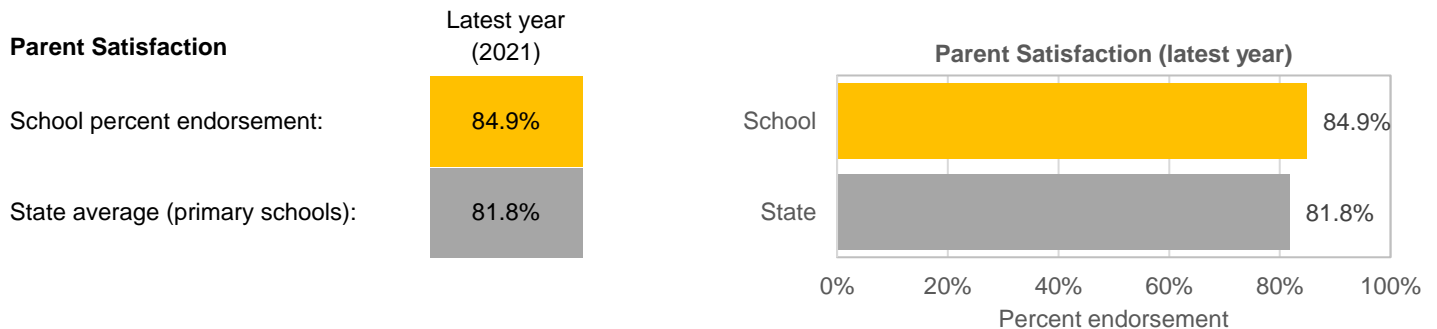
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

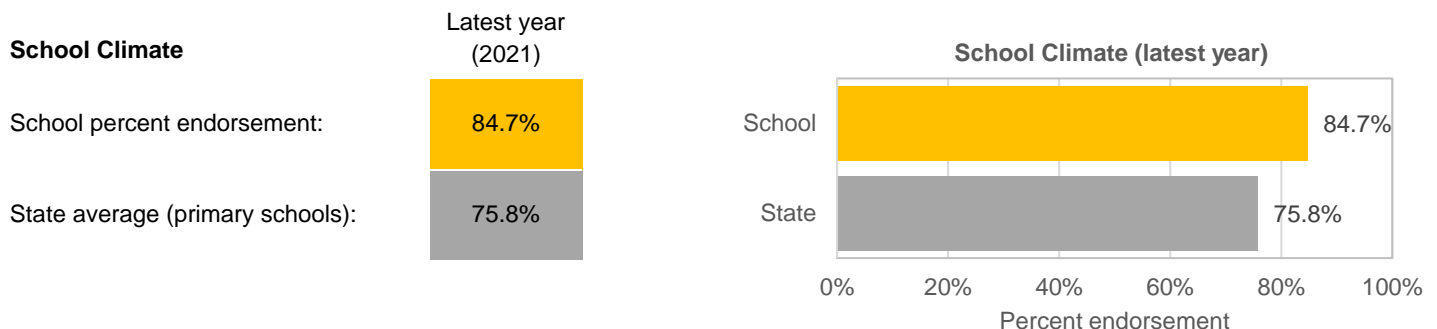


### School Staff Survey

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

Percent 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.



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

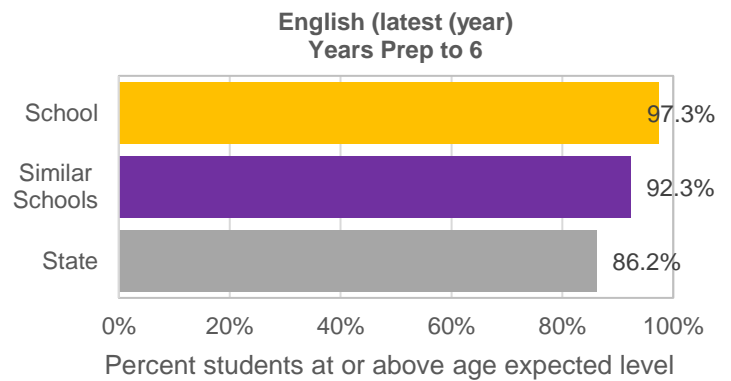
97.3%

Similar Schools average:

92.3%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

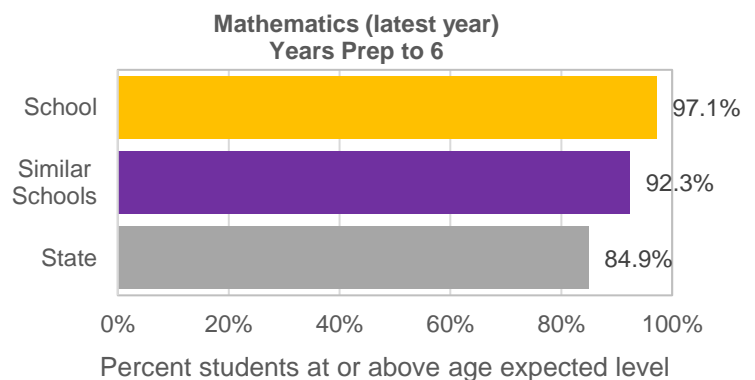
97.1%

Similar Schools average:

92.3%

State average:

84.9%



**ACHIEVEMENT (continued)**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

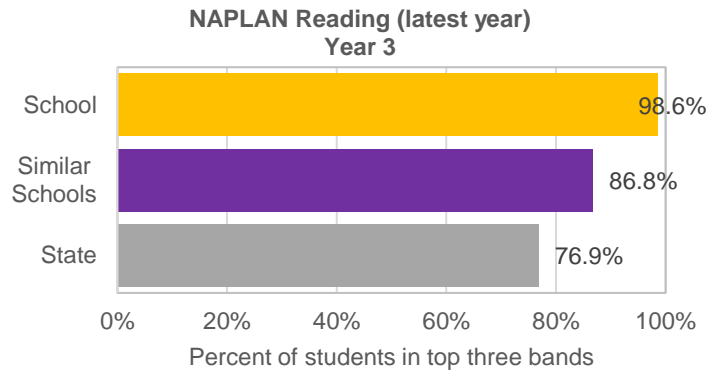
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

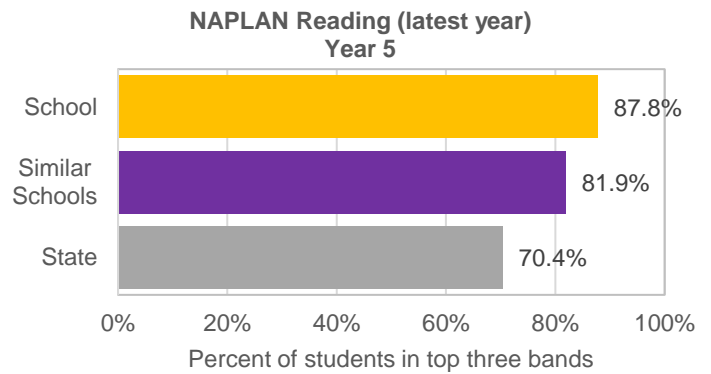
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	98.6%	92.2%
Similar Schools average:	86.8%	86.0%
State average:	76.9%	76.5%



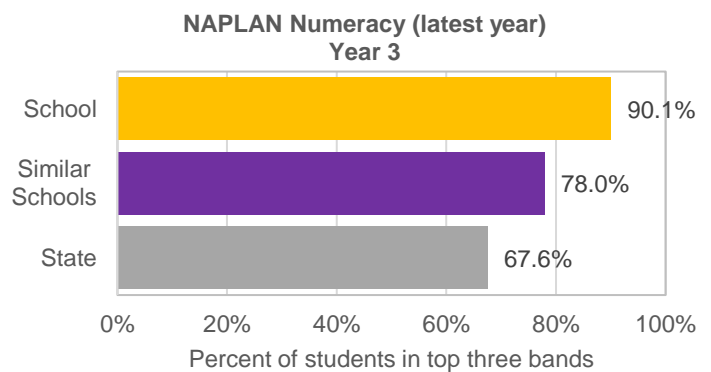
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.8%	90.6%
Similar Schools average:	81.9%	79.7%
State average:	70.4%	67.7%



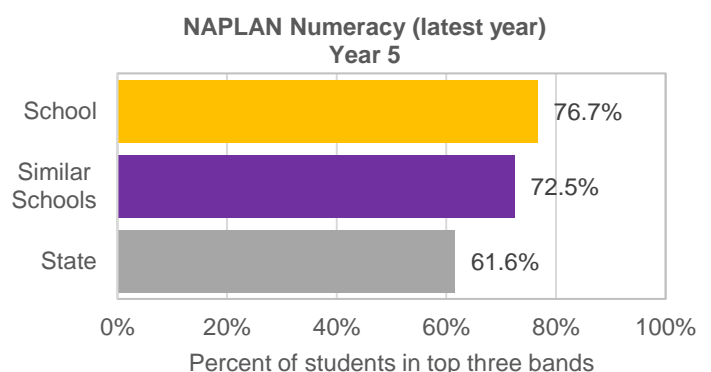
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.1%	83.0%
Similar Schools average:	78.0%	81.1%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.7%	75.7%
Similar Schools average:	72.5%	70.7%
State average:	61.6%	60.0%



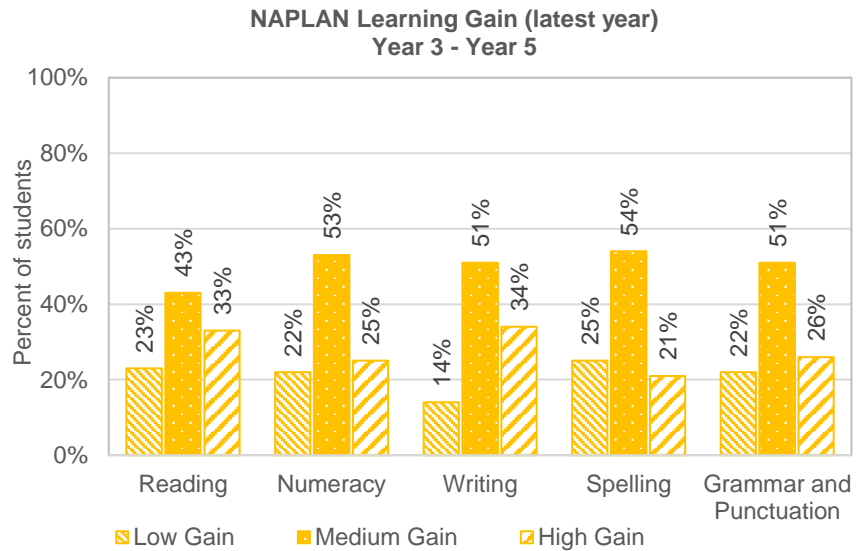
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	43%	33%	27%
Numeracy:	22%	53%	25%	23%
Writing:	14%	51%	34%	27%
Spelling:	25%	54%	21%	22%
Grammar and Punctuation:	22%	51%	26%	22%





## ENGAGEMENT

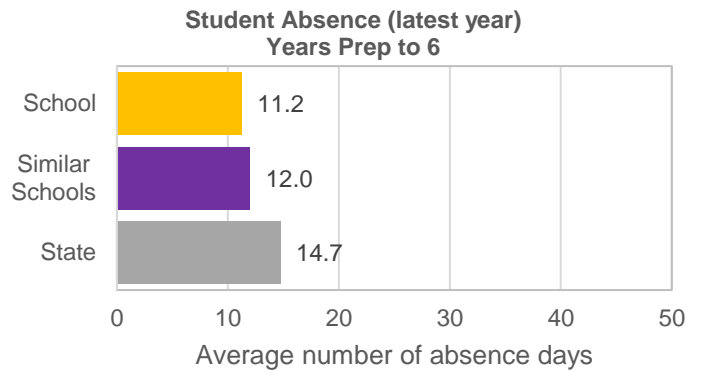
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	11.2	13.4
Similar Schools average:	12.0	12.9
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	94%	93%	95%	95%	94%	96%

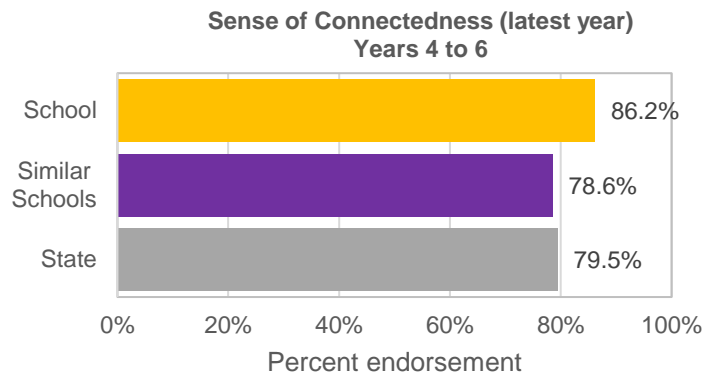
**WELLBEING**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	86.2%	84.8%
Similar Schools average:	78.6%	79.5%
State average:	79.5%	80.4%

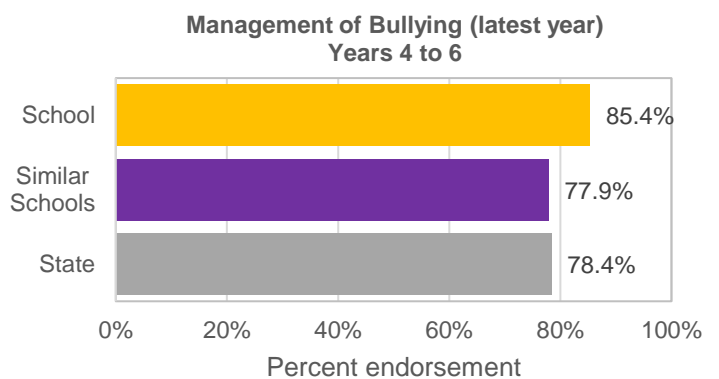


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	85.4%	84.9%
Similar Schools average:	77.9%	79.6%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,645,095
Government Provided DET Grants	\$311,085
Government Grants Commonwealth	\$14,650
Government Grants State	\$85,112
Revenue Other	\$10,679
Locally Raised Funds	\$532,015
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,598,636</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$11,326
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$11,326</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,706,688
Adjustments	\$1,761
Books & Publications	\$1,674
Camps/Excursions/Activities	\$115,561
Communication Costs	\$10,752
Consumables	\$109,677
Miscellaneous Expense <sup>3</sup>	\$35,371
Professional Development	\$31,694
Equipment/Maintenance/Hire	\$72,121
Property Services	\$85,145
Salaries & Allowances <sup>4</sup>	\$149,198
Support Services	\$40,054
Trading & Fundraising	\$26,742
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,937
<b>Total Operating Expenditure</b>	<b>\$4,423,375</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$175,261</b>
<b>Asset Acquisitions</b>	<b>\$74,551</b>

- (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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$206,969
Official Account	\$96,547
Other Accounts	\$54,658
<b>Total Funds Available</b>	<b>\$358,173</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$107,076
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$218,800
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$140,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$465,876</b>

*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.*