

2018 Annual Report to The School Community



School Name: Wandong Primary School (1277)



- 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 12:56 PM by David Warren
(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 01:03 PM by Adam Russell (School
Council President)

About Our School

School context

Wandong Primary School is a semi rural school, located approximately sixty kilometres north of Melbourne. Student population continued to increase over this twelve month period, with two additional classrooms added to the existing facilities, as the school expanded onto its new block.

The school's vision was developed in 2017 in conjunction with staff, students and parents: "Wandong Primary School ... Making a difference by developing confident, independent and resilient learners who strive for personal excellence." The school values continued to focus on "Respect", "Responsibility", "Care", "Honesty", "Friendship" and "Doing your Best".

The school year began with a student population of 444 students enrolled on census day, however this figure was 439 by the end of the school year. On census day, we had 226 females and 218 males enrolled.

Foundation (Prep) enrolments were fourteen higher than the previous year, with 84 Foundation students beginning their formal education at the school in January.

Approximately 50% of the total student population lived in the catchment areas of Wandong, Heathcote Junction and Clonbinane. The remainder travelled from the nearby townships of Kilmore, Upper Plenty, Hidden Valley, Beveridge, Broadford and Wallan.

Based on the Student Family Occupation information received, the socio-economic profile of the school remained in the medium range.

As the 2018 school year began, the school was led by a fulltime Principal and a fulltime Assistant Principal. Late in term two, the Principal attained an Acting SEIL role for 12 months and the leadership structure changed to an Acting Principal and Acting Assistant Principal. A Leading Teacher (Wellbeing) was employed full time and English and Mathematics Learning Specialists held out of classroom positions and attended team planning, organised school wide professional learning, led Professional Learning Teams and implemented a coaching program across the school for selected staff.

The school was additionally staffed by 21 fulltime classroom teachers, four fulltime specialist teachers, one part time intervention teacher and twelve education support staff. Staff continued to be extremely supportive of each other, sharing student data, resources and planning documents within, and across, their teaching and learning teams.

Professional learning continued to be a key focus for all teaching and non-teaching staff, with the major foci of the English PLT being on the development of a school wide common approach to the teaching of Writing and linking the reading and writing units of study. A whole school developmental approach to the teaching of problem solving skills and deep investigation into the development of a whole school approach to the assessing of mathematics were rolled out through the Mathematics PLT. There was also a major focus on developing effective Professional Learning Communities (PLCs) across the school, after the training the school undertook in the latter part of 2017.

Parent Satisfaction, as reported via the Parent Opinion Survey, was slightly below the median of all government schools, but within the 60% of Victorian Government Primary Schools band. 84.3% of the parents surveyed were satisfied with the school overall. This result was higher than the rating from parents in 2017 (81.8%).

Students deemed to be at-risk academically, or socially, were supported by Individual Learning Plans and/or Student Attendance Plans. These were continually monitored, with formal meetings held with families on numerous occasions throughout the school year.

Additional information about Wandong Primary School can be accessed on the website:
www.wandongps.vic.edu.au

Framework for Improving Student Outcomes (FISO)

The "Excellence in Teaching Learning" dimension focussed on Building Practice Excellence. Whole school scope and sequence documentation was refined to ensure clear alignment to the Victorian Curriculum. School wide professional learning focussed on building staff skills to better use data to drive planning. Middle level leaders

attended a range of professional learning to further build their skills.

English and Mathematics Learning Specialists used coaching/mentoring to good effect to further enhance the teaching skills of staff and attended weekly planning sessions to guide teachers to support their students at their point of need.

The School Improvement Team continued to implement learning walks based on the four components of the WPS Instructional Model: Learning Environment, Prior to Teaching, Teaching & Learning, and Reviewing the Learning. Strategic and timely feedback was provided to all staff and information gained by the leadership team drove whole school professional learning.

The “Positive Climate for Learning” dimension focussed on Setting Expectations and Promoting Inclusion. Whole school attendance strategies were refined and embedded and staff were led through professional development around the concept of ‘student voice’, with work set to continue in this area in 2019.

All Key Improvement Strategies were implemented successfully.

Achievement

Students at Wandong Primary School were assessed against the Victorian Curriculum for all domains.

Teacher judgements placed 89.3% of students at or above expected standards for English (0.8 below the state) and 93% at or above expected standards for Mathematics (1.9% above the state).

NAPLAN: The percentage of students in the top three bands of NAPLAN for year 3 Reading was slightly higher than the state median. The percentage of students in the top three bands of NAPLAN for year 3 Mathematics was lower than the state median but within the middle 60% of all Victorian Government Primary Schools.

The percentage of students in the top three bands of NAPLAN for year 5 Reading was lower than the state median and within the middle 60% of all Victorian Government Primary Schools. The percentage of students in the top three bands of NAPLAN for year 5 Mathematics was lower than the state median and slightly lower than the middle 60% of all Victorian Government Primary Schools.

NAPLAN Learning Gain is determined by comparing a year 5 student’s current year result to the results of all “similar” Victorian students who achieved the same year 3 score two years previously. Schools aim for 75% or greater of their students to achieve middle or high level gains across these two years. Listed below are the areas assessed and the total percentage of 2018 grade five Wandong Primary School students with middle or high-level gains across this two-year period.

Reading: 78.6% of students achieved middle or high-level gains in learning achievement – down from 81.5% in 2017, and below the targeted 84% in the 2018 AIP.

Numeracy: 69% of students achieved middle or high-level gains in learning achievement – down from 72.2% in 2017, and below the targeted 82% in the 2018 AIP.

Writing: 85.7% of students achieved middle or high-level gains in learning achievement – up from 84.2% in 2017, and well above the targeted 65% in the 2018 AIP.

Spelling: 60.7% of students achieved middle or high-level gains in learning achievement – up from 58.9% in 2017. A target was not set for Spelling in the 2018 AIP.

Grammar & Punctuation: 71.4% of students achieved middle or high-level gains in learning achievement – up from 65.9% in 2017. A target was not set for Grammar and Punctuation in the 2018 AIP.

Students receiving support through the Program for Students with a Disability showed progress satisfactory to, or above, that required to meet their individual goals.

Staff Opinion Survey data ranked lower than the state median, but within the 60% of Victorian Government Primary Schools band.

Engagement

2018 Attitude to School data was positive. In the ‘Sense of Connectedness’ factor, the percent endorsement was 79.1%, slightly down on the state median of 81.1%.

In the ‘Managing Bullying’ factor, the percent endorsement was 83.2%, which was higher than the state median of 81.2%, which was pleasing.

Students involved in the school-based reading intervention program were closely monitored and tracked. The students chosen participated in the program across the year, for between ten and twenty eight weeks. All students showed progress of at least three Fountas & Pinnell reading levels over their period of involvement.

With some significantly higher than this.

All students on the PSD program, all Koorie students and all students achieving at “A”, “D” or “E” were placed on Individual Learning Plans. These were discussed and shared with families and were updated every term.

Wellbeing

Attendance at Wandong Primary School was within the middle 60 percent of Victorian Government schools and ranked similar to the state average. The average number of absent days was 14.9, which was lower than the state median of 15.1. The comprehensive, existing attendance strategy was further reviewed and refined. A school wide attendance protocol continued to be implemented with success, clearly outlining responsibilities of a range of staff across the school.

Teaching staff were given greater responsibility for flagging attendance difficulties and Sentral was used to store a range of attendance related information. Individual Attendance Plans were once again in place.

All staff were trained in all four components of the KidsMatter framework, with the school now fully accredited. School wide social and emotional skills programs continued to be implemented. Individual Learning Plans were reviewed, with a focus on greater use of student data for goal development and tracking.

Financial performance and position

The school received a number of grants across the year. These included grants for: National Chaplaincy Program (\$20,000), Furniture for relocatable classrooms x (\$8,000) and School Improvement Partnerships (\$30,000).

Property and Equipment Services expenses included contract cleaning, inspections, furniture for new classrooms, additional ICT equipment and gardener services.

Trading and Fundraising expenses included non-profit trading (uniforms, camps, excursions and incursions) and fundraising expenses.

Miscellaneous expenses included bank charges, chaplaincy costs, information technology equipment, postage and telephone and school uniform.

Salaries included costs related to teacher replacement – casual teacher payments, work cover and superannuation.




Of the funds available in “Other Accounts”, \$50, 676 remains in School Council funds within the high yield or official account. The remaining money is in investment accounts. The key Financial Commitments, outside the required Operating Reserve, will be targeted to contributing to the construction of a new school library, school based teaching and learning programs, building maintenance, staff professional growth and maintaining a safe learning environment.

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 444 students were enrolled at this school in 2018, 226 female and 218 male.

4 percent were EAL (English as an Additional Language) students and 4 percent 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:  ◆ 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> 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 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>	<ul style="list-style-type: none"> Similar Lower Similar Lower
<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>	<ul style="list-style-type: none"> Similar Higher Similar Similar





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>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>61%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>55%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>64%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>39%</td> <td>46%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	61%	18%	Numeracy	31%	55%	14%	Writing	14%	64%	21%	Spelling	39%	46%	14%	Grammar and Punctuation	29%	57%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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: 

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 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> <table border="1" data-bbox="528 907 1015 1003"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	92 %	91 %	93 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	92 %	91 %	93 %	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> Higher</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

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$3,458,368
Government Provided DET Grants	\$566,523
Revenue Other	\$56,748
Locally Raised Funds	\$244,313
Total Operating Revenue	\$4,325,953

Funds Available	Actual
High Yield Investment Account	\$41,172
Official Account	\$9,504
Other Accounts	\$202,296
Total Funds Available	\$252,971

Equity ¹	
Equity (Social Disadvantage)	\$121,523
Equity Total	\$121,523

Expenditure	
Student Resource Package ²	\$3,412,396
Communication Costs	\$5,929
Consumables	\$155,697
Miscellaneous Expense ³	\$192,548
Professional Development	\$6,307
Property and Equipment Services	\$161,879
Salaries & Allowances ⁴	\$271,137
Trading & Fundraising	\$18,932
Utilities	\$37,782
Total Operating Expenditure	\$4,262,607
Net Operating Surplus/-Deficit	\$63,345
Asset Acquisitions	\$0

Financial Commitments	
Operating Reserve	\$135,020
School Based Programs	\$22,951
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$40,000
Maintenance - Buildings/Grounds < 12 months	\$25,000
Total Financial Commitments	\$252,971

- (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).

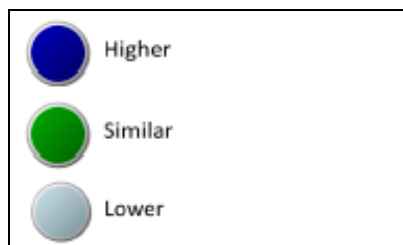


What does *School Comparison* refer to?

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').