

# 2016 Annual Report to the School Community

School Name: Wandiligong Primary School

School Number: 275



Name of School Principal: [Enter name here]

Name of School Council President: [Enter name here]

Date of Endorsement: [Enter date here]

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.





## About Our School

### School Context

Wandiligong has 3 equivalent full-time staff: 1 Principal class and 2 teachers. There are also 3 part time teachers and 2 education support staff members.

Attaining literacy and numeracy achievement levels at or above expected levels for all capable students was the focus of our 2016 rich AUSVELS-based curriculum. Music and performing arts remains a focus curriculum area as it assists the development of the whole child. Our school delivers active hands on learning activities, interschool interactions (sports days, excursions), collaborative and cross-age learning, with opportunities for student participation in decision making and leadership. Intervention for students experiencing learning difficulties is timely and delivered by outsourced professionals and staff members.

The school promotes and value high standards in student outcomes, staff accessibility, attainment of individual potential, positive self-esteem, respect for others and responsibility for learning in a safe, challenging and caring environment. Over time the school has developed a solid reputation of being able to manage and cater for a variety of highly individual children

Staff ensure they deliver a range of activities which will extend student understanding of themselves as learners, their skills in managing their personal learning, building social relationships and their abilities to work co-operatively as a member of a team.

### Framework for Improving Student Outcomes (FISO)

In 2016 Wandiligong's work focussed on empowering students and building school pride. The whole school goal was to build teacher capacity to set aspirational goals and better understand and use assessment data to improve student's outcomes. Agreed assessment tools were used by all staff and the chosen assessment package was used for data collection. A schedule for regular assessment tasks moderation of student work was agreed upon.

Cluster FISO group meetings were attended and discussions around school improvement practises were informative and a valuable addition to in-house staff discussions.

Parent teacher interviews were held at the commencement of the year to enable parents to discuss their children's learning needs and to set agreed learning goals for the first semester. Students all wrote their own self reflections of their learning progress at the end of term.

To continue to embed school values and resilience programs into the whole school curriculum we continued with our welfare Bounce Back program. Leadership activities were planned to maximize the opportunities for the older children to learn how to be effective role models and how present the school to the public with pride and respect.

### Achievement

Our combined school results from teacher judgments, online assessments and Naplan assessments indicate that the students in this school are continuing to achieve at similar levels to like schools. Teacher judgement scores for AusVels indicate that the majority of students year prep to 6 are achieving at or above expected standard for Victorian schools. The year 3 Naplan results demonstrate that in reading, and numeracy that our students are achieving in the top 40% of the state. The year 5 Naplan results demonstrated that the school reading results were in the lower region of the middle 60% band of Victorian primary school results. The numeracy results indicate that our students are achieving much higher within the medium 60% band for the state. These results demonstrate that our highly capable students are being extended to enable them to achieve learning outcomes that place them at the top of their expected achievement range. Our lowest achievers are also scoring within the expected achievement range despite any learning difficulties or disadvantages that they are experiencing. When there is variation in results it is an indication that differentiation is occurring and all students have the opportunity to achieve to their own potential.

Specific strategies used to target achievements in the two core learning areas were:

- support person providing tutoring in the classes
- teachers teaching in specialty core areas
- individual or small group coaching sessions provided to students who were experiencing difficulties.
- composite classes
- individualized teaching
- - Individual Learning Plans are written and progress is reviewed regularly.

Focus students are discussed regularly at staff meetings and teaching strategies are reviewed together as a staff.



**Curriculum Framework implemented in 2016**  
 (please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework    
  AusVELS    
  Victorian Curriculum    
  A Combination of these

**Engagement**

The student survey data, demonstrates that the students feel secure and are engaged with their peers at this school. They know that the teachers will support them, that they have a voice and they are not bullied or intimidated. Our attendance figures align with the Victorian median and they are similar to like schools. There has been little fluctuation in these figures over past years. The school has no unexplained absences and truancy is not an issue. There is some fluctuation in attendance numbers between classes however no class had less than 85% attendance rate for this year. Families arrange holidays around their work schedules and therefore tend to take extended breaks during school time rather than in vacation periods. These breaks occur routinely in each consecutive year and there are really few if any strategies that the school could employ to improve current attendance figures.

**Wellbeing**

Student attitudes to school results for student perception of safety were similar to like schools at band 4 on a scale of 1-5, where 5 is the highest score. The 4 year average score for these results is also band 4.

Student attitudes to school results for connectedness to school were similar to like schools at band 4 on a scale of 1-5, where 5 is the highest score. The 4 year average score for these results is also band 4.

Parent Survey results demonstrate that for all measures there is a pleasing level of satisfaction. Student safety and general satisfaction continue to rank in the higher percentiles.

A six week transition program for kinder children enabled families to become acquainted with the school and develop relationships with the school community before commencing prep the following year. This program attracted 10 new preps to the school in 2017. Importantly this also enabled staff to gain an understanding of personalities, skills and interests of the incoming preps and enable us to organize classes and allocate teachers using this information.

The three smaller cluster schools now arrange a theme day once a term at each different school for years preps, 1 and 2. This enables kinder friends to retain their relationships and builds confidence in our students to work in alternative settings with a range of staff.

In 2016 we only had one year 6 exit student who attended a number of excursions with Harrierville, Bright –P 12 and Porepunkah year 6 students. The transition program was adjusted and organized in consultation with parents and the secondary school. The number and duration of visits were adjusted to suit how quickly this student was able to adjust to her new peer group. Feedback from this family on the success of this strategy was very positive.

For more detailed information regarding our school please visit our website at  
 [enter web address here]



## 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

<b>School Profile</b>	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 45 students were enrolled at this school in 2016, 21 female and 24 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</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 year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>20%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>0%</td> <td>60%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>80%</td> <td>0%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	40%	40%	Numeracy	0%	60%	40%	Writing	60%	20%	20%	Spelling	20%	80%	0%	Grammar and Punctuation	40%	40%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	40%	40%																							
Numeracy	0%	60%	40%																							
Writing	60%	20%	20%																							
Spelling	20%	80%	0%																							
Grammar and Punctuation	40%	40%	20%																							





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>86 %</td> <td>96 %</td> <td>91 %</td> <td>96 %</td> <td>85 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	86 %	96 %	91 %	96 %	85 %	92 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	86 %	96 %	91 %	96 %	85 %	92 %										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

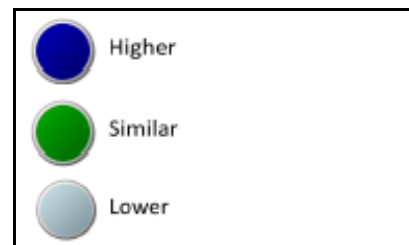
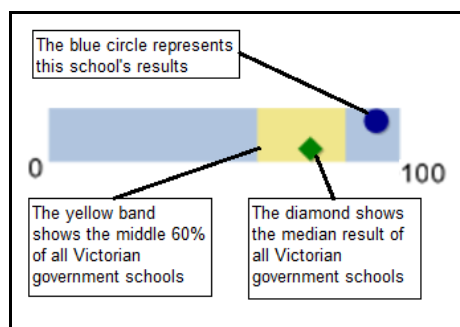
## What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

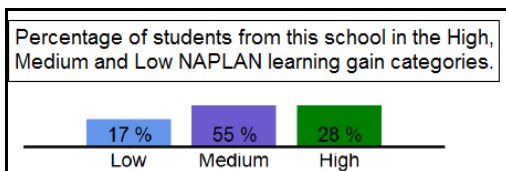
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison 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 measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$701,851
Government Provided DET Grants	\$58,162
Government Grants Commonwealth	\$2,600
Revenue Other	\$4,617
Locally Raised Funds	\$36,011
<b>Total Operating Revenue</b>	<b>\$803,241</b>

Expenditure	
Student Resource Package	\$442,988
Books & Publications	\$1,265
Communication Costs	\$2,536
Consumables	\$12,754
Miscellaneous Expense	\$26,199
Professional Development	\$1,861
Property and Equipment Services	\$39,172
Salaries & Allowances	\$24,356
Trading & Fundraising	\$7,837
Utilities	\$5,976

**Total Operating Expenditure** **\$564,944**

**Net Operating Surplus/-Deficit** **\$238,297**

**Asset Acquisitions** **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$76,243
Official Account	\$3,889
Other Accounts	\$20,000
<b>Total Funds Available</b>	<b>\$100,133</b>

Financial Commitments	
Operating Reserve	\$17,906
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds incl SMS<12 months	\$5,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
School Based Programs	\$5,000
Other recurrent expenditure	\$20,000
Asset/Equipment Replacement > 12 months	\$22,226
<b>Total Financial Commitments</b>	<b>\$100,133</b>

Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*