

2015 Annual Report to the School Community

Wyndham Park Primary School

School Number: 5540



Name of School Principal:

Laban Toose

Name of School Council President:

Jelica Gale

Date of Endorsement:

18th April 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Established in 2011, Wyndham Park Primary School is a Victorian Government school located on Kookaburra Avenue, Werribee, in the City of Wyndham. Our school community members come from diverse socio-economic and cultural backgrounds.

We have a growing enrolment, which is at 392 at the beginning of the 2015 school year who enjoy the state of the art buildings and attractive surrounds including the Heathdale and Glen Orden Wetlands, full size sports oval, synthetic playing surface and plexipave basketball courts. The school has 40 staff (EFT) including 2 Principal Class, 2 leading teachers, 23 teachers, and 13 Education support staff. The dedicated Staff at Wyndham Park Primary School work collaboratively in Professional Learning Teams. The School focuses on improving outcomes for every student, in every classroom, and within our wider school community. We strive to instil in every member of our school community a lifelong love of learning, while at the same time developing our students into happy, healthy and resilient children who have pride and confidence in our school. We achieve this through our focus on being a High Reliability school focused on 3 fundamental researched based practices; Safe and Collaborative Culture, Effective teaching in every classroom and delivering a Guaranteed and Viable curriculum.

We are committed to the School Wide Positive Behaviour philosophy that drives our solution focussed attitude towards the way we interact, behave and learn together. Our school promotes the use of Information Communication Technologies as a tool, not a learning outcome, to provide engaging, interactive experiential and collaborative learning experiences. The student's classroom program is enriched by a specialist program that includes Physical Education, Spanish and the Arts. Student growth is supported by a Response to Intervention Program that is delivered by highly trained teachers and education support staff and addresses students developmental, English as an additional language, social and academic needs using a detailed evidence base and referral process.

The school is an active partner in the Wyndham Schools Community Hub. We work collaboratively with The Smith Family and many other local community partners to provide the best possible learning opportunities for every child and family.

Achievement

At Wyndham Park Primary School we have an unwavering commitment to continue our focus on Student Learning. This commitment has contributed to improvements on NAPLAN and Teacher Judgement data from 2014 in a number of areas. Specifically our students results in NAPLAN learning gain have shown 29% high gain in spelling from years 3-5, and 56% medium gain in Numeracy. Many of our students who have also experienced medium growth in Grammar & Punctuation (45%), and Writing (52%). Our achievement in these areas stem from the implementation of the WPPS Curriculum Guarantees and Teaching Schema for Master Learners (G.A.N.A.G) and our commitment to the data driven Response to Intervention Program that supports individual students in targeted learning areas. Additionally our implementation of the Levelled Literacy Intervention (LLI) reading program and the use of Fountas and Pinnell resources has provided a sound foundation as a basis for our school wide literacy teaching. In 2016 we will be continuing our work towards embedding an Inquiry Learning Framework based upon the concepts of Dr Jeni Wilson.

The school has 2 leading teachers to guide our continued development of Literacy and Numeracy which will in turn continue to improve the achievement growth rate in English and Mathematics. In 2016 we have also employed 2 expert teachers to lead our Levelled Literacy Intervention Program and GRIN maths program. Finally we have worked to align our Annual Implementation Plan with the South Western Regional Focus on High Reliability School reform led by Robert Marzano

Engagement

The school continues to have a major focus on the School Wide Positive Behaviour System (SWPBS). Our School Values of Safety, Respect and Responsibility are embedded and sustainable across the school and have been the basis of improving student behaviour at Wyndham Park Primary School. In 2015 and continuing on 2016 we are undertaking the Healthy Together Achievement Program with the intention of becoming an accredited school by the end of 2016. This program compliments and enhances the already well established SWPBS program. In addition to this work our staff have commenced the Berry Street Trauma Informed Education Model program. This program, delivered and implemented over the next 2 years, will build on the foundation of the SWPBS model and further support specific wellbeing and engagement needs of the WPPS student population

The Attitudes Towards School Survey – completed by the students- clearly highlights our success in building a school culture with the majority of rating areas being above state average. The parent opinion survey also reflects the ongoing success and positive culture at Wyndham Park Primary School. The average score for this data continue to be slightly above the state average.

The entire school community should be congratulated on its continued efforts to focus on and reward positive behaviour while also

responding robustly to any serious breaches of the schools wellbeing policy.

Our Attendance data also improved significantly with students averaging fewer absences compared to 2014 with all year levels achieving above 90% attendance. Our 3 tiered approach to improving attendance through information, attendance awards, our attendance mascot, attendance SMS system and Individual attendance plans for students at risk will continue to see these attendance rates improve further in 2016.

In 2016 we would hope that these continued improvements as well as the number of extra-curricular opportunities available to the students and community, via the extended school hub, will enable the student learning outcomes to continue to grow.

Parent engagement at Wyndham Park Primary School has been a highlight for 2015. Parents and Community have made great use of the Community Hub and greatly supported the school through attendance to events such as the Foundation Day, Multicultural Day, ICT Fair and Education Week activities. Parents have also been involved in a variety of fundraising activities and actively participate on School Council. The work that parents have completed in the various school sub committees of School Council has helped guide the school forward in key areas such as facilities and grounds improvements. Parents and Community have also contributed to key student support information and associated publications. Many parents have obtained their Working With Children check and support students in the classroom and on excursions. Finally in 2015 our parents and community have very successfully engaged in our improved digital communication activities, including our SMS attendance system, School Website and Facebook Page.

Wellbeing

In 2015 the involvement of the school in the Community Connections program and Wyndham Schools Community Hub further enhanced the Student wellbeing program through the implementation of a number of initiatives designed to support the whole family in the school community. Our school Community Hub has a maternal health service, 4 playgroups, adult education courses and in 2015 a Kinda Kinder program facilitated by Victoria University.

In 2015 the student wellbeing team that included a chaplain, school counsellor and student support worker. This team worked daily to support students and families through crisis and other issues that could affect student wellbeing and engagement.

The School continues to deliver a comprehensive transition program for all of its students transitioning from Kindergarten to Prep right through to year 6 - 7. The program includes an induction program for new students who arrive to the school during the year as well as 4 transition sessions during term 4 for the Prep students. Prep students also receive an interview prior to beginning school that enables the teacher to get to know the students strengths and areas for improvement.

Children in years 1-5 also participate in a 4 session transition program at the end of the previous year, the sessions are used to observe and record the interaction between the students to make the best possible decision about future groupings. The sessions are also used to facilitate the development of the culture of the Learning Community with the production of a matrix that outlines the behaviours required to develop a positive culture.

We have also developed strong partnerships with external organisations and local secondary schools who add to the depth of our transition programs by working closely with WPPS to ensure our year 6 students have multiple experiences at their new Secondary Schools. These partnerships include multiple meetings between the year 6 Learning Community staff and the year 7 staff at the secondary schools.

Productivity

In 2015 the school ended the year with a modest surplus that will ensure protection from future possible budget deficits. With the steady growth in enrolments the school was able to use SRP funding to hire additional staff, including a School First Aid Officer and school Librarian to help support students.

The school was also able to significantly upgrade a range of facilities and infrastructure including completion of outstanding building works, the staff car park refurbishment was completed and the Community Hub has further developed in 2015 and currently is fully booked by a range of community partners every day. In 2016 it is hoped to develop this full time use into after hours and weekend access. The hub development, supported by the Wyndham Schools Community hub has resulted in the appointment of a community hub coordinator to ensure sustainability for the future.

Leading teachers were appointed in 2015 in the areas of Literacy and Numeracy to lead the implementation of improved Literacy and Numeracy Programs across the school. The School Professional Learning program has been a significant success in 2015 with the staff opinion survey results again growing in the majority of areas reported. Class structures and timetables have been implemented to ensure the highest possible productivity. The first 2 hours of every day are dedicated to Literacy with minimal interruptions or timetabled alternatives. An hour is also guaranteed for numeracy every day. Students with needs in terms of learning support are placed upon an Individual Learning Plan and then given access to our Response to Intervention program to

ensure they receive the tailored and individual support then need. All staff also have access to data management tools that allow them to monitor student learning and behavior including XUNO and Student Performance Analyser.

In 2015 the school made a significant investment into Information Communication Technology and now has interactive devices in all classrooms, 1 to 1 netbooks in years 5&6, iPads in Prep and banks of netbooks in years 1-4. Teachers also have access to iPads and associated technology. All students have access to online learning systems such as Mathletics and Reading Eggs.

For more detailed information regarding our school please visit our website at
<http://www.wyndhamparkps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community 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.

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:

School Profile

Enrolment Profile

A total of 369 students were enrolled at this school in 2015, 172 female and 197 male. There were 45% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



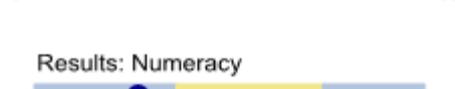
Performance Summary

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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> 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>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <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>44%</td> <td>38%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>56%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>52%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>39%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>45%</td> <td>45%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	44%	38%	18%	Numeracy	28%	56%	16%	Writing	32%	52%	16%	Spelling	32%	39%	29%	Grammar and Punctuation	45%	45%	10%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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>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. 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>91 %</td> <td>91 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	91 %	94 %	93 %	93 %	92 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	91 %	94 %	93 %	93 %	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>Students Attitudes to School - Connectedness to School</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary

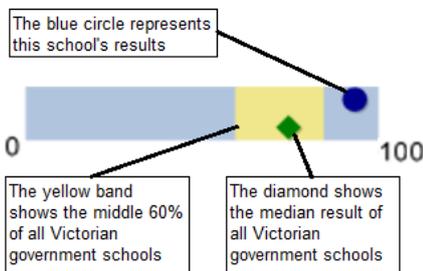
What are student outcomes?

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 colleges, 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.

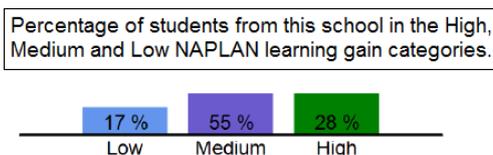
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

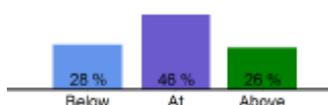


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,984,641	High Yield Investment Account	\$179,491
Government Provided DET Grants	\$937,756	Official Account	\$9,445
Government Grants Commonwealth	\$25,400	Total Funds Available	\$188,935
Government Grants State	\$10,900		
Revenue Other	\$7,518		
Locally Raised Funds	\$100,723		
Total Operating Revenue	\$4,066,938		
Expenditure		Financial Commitments	
Student Resource Package	\$2,936,015	Operating Reserve	\$120,648
Books & Publications	\$22,391	Asset/Equipment Replacement < 12 months	\$9,294
Communication Costs	\$9,330	Capital - Buildings/Grounds incl SMS<12 months	\$38,182
Consumables	\$131,962	Revenue Received in Advance	\$20,811
Miscellaneous Expense	\$276,770	Total Financial Commitments	\$188,935
Professional Development	\$25,204		
Property and Equipment Services	\$367,246		
Salaries & Allowances	\$16,475		
Trading & Fundraising	\$34,288		
Utilities	\$19,703		
Adjustments	\$39		
Total Operating Expenditure	\$3,839,423		
Net Operating Surplus/-Deficit	\$227,515		
Asset Acquisitions	\$20,040		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

At the end of 2015 the school had a modest surplus. The school spent funding on a number of projects to enhance and finish the school facilities and infrastructure. The larger projects resurfacing and repairing the staff carpark and replacing the external fences between the school and Wyndham Community Centre. Funding was set aside to establish a Student Wellbeing Centre in the red Learning Community Building. Finally funds were used to purchase 2 Interactive Television Units and new student laptops for all students in the grade 5 and 6 learning areas.

The school was also successful in applying for a robotics program funding grant to the value of \$27,000. This grant has enabled the school to purchase 16 EvE3 robotics kits for the Grade 5 and 6 students.

The Parents Group had a very successful year raising @\$2500 via Mothers and Fathers Day stalls, and other fundraising initiatives. In 2016 it is expected that the school will continue to spend some funding on finishing the capital works projects including lighting and security for the carpark and grounds works to supplement the Re-locatable master plan.