

2022 Annual Report to the School Community

School Name: Wyndham Park Primary School (5540)



- 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 of the previous calendar year 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 27 March 2023 at 01:54 PM by John Eskander (Principal)

- This 2022 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 27 April 2023 at 09:05 AM by Karla Murillo-Lopez (School Council President)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

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

School context

Wyndham Park Primary School's purpose is to empower all members of our School Community to grow academically, socially and emotionally through living the school's motto of *Aspire, Learn & Achieve*.

Wyndham Park primary school has committed to our School Wide Positive Behaviours values of Respect, Responsibility and Safety. These values are at the core of the positive culture at our school. We have high expectations that our students and community will grow to their full potential and become active citizens and lifelong learners prepared for success in an ever-changing world.

Wyndham Park Primary School, established in 2011, is a dynamic place of learning located in the suburb of Werribee, west of Melbourne. Our modern facilities, situated in the Wyndham Park Precinct alongside the Wyndham Park Community Centre, and Wyndham Park Kinder, allow us to provide educational experiences that prioritise the development of strong Literacy and Numeracy skills. These educational experiences are underpinned by a holistic and trauma informed approach to wellbeing, engagement and Inclusion. We promote excellence in teaching and learning while developing students socially, emotionally and cognitively.

Our students and families come from a broad range of cultural backgrounds and as a result, we place great emphasis on our strong English as an Additional Language (EAL) program supported by a number of Multi-cultural Educational Aides, EAL teacher, and a Community Hub Coordinator who work together to support students, strengthen home school partnerships, encourage parental engagement in students learning, and support families to see the school as a welcoming place where they are valued and supported.

Annually our average enrolments number approximately 400 students. Due to ongoing and sustained enrolment pressure we have implemented the Department of Education's Enrolment Management Plan, which is consistent with the priority placement order in the enrolment policy. This means that no students are enrolled from outside the designated neighbourhood area (DNA) unless they are siblings of students attending the school in the same year.

At Wyndham Park Primary School, we have 18 classes across 4 learning communities with a total of 49 staff. Within these learning communities we have established multi-age grade structures as follows - Yrs 1/2, Yrs 3/4 and Yrs 5/6, The exception to this are our Foundation classes which are a single age group to ensure a positive transition from Kinder to Primary School. In addition to our multi aged grades we offer exciting specialist programs which includes Visual Arts, Performing Arts, Physical Education and Spanish classes.

Our classroom instructional practices are aligned with the GANAG instructional model, which is a research based model that enables us to provide a guaranteed and viable curriculum that engages students in intellectually challenging work that responds to their differentiated learning needs.

To facilitate these high-quality learning experiences, and opportunities, we have a highly motivated and professional staff comprising School Leaders, Teachers, Education Support Staff and Volunteers. Together our staff work in Professional Learning Community Teams, School Improvement Teams and Administration Teams to deliver our educational program and associated support programs.

We utilise a wide range of Information Technology resources in our classroom and specialist programs to support and enhance teaching and learning. Our primary online learning platform is Seesaw and this is also used to provide families with work samples that our students produce. In addition to Seesaw we use Compass which is a web-based school management platform for assessment and reporting purposes, as well as a student behaviour and wellbeing tracking, communication with school community members and student information data.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, despite the impact of COVID-19 and remote learning periods in 2020 and 2021, Wyndham Park Primary School students responded very well to our AIP commitment of Improving the learning growth of every student in Literacy & Numeracy with a particular emphasis on Numeracy and continuing the work with around improving literacy standards.

The highlights in the NAPLAN data demonstrate that 62% of year 3 students performed in the top three bands in reading, which is on par with similar schools in the state. 65% of year 5 students performed in the top three bands compared to 54% at similar schools. Teacher judgement data indicates that 60% of students are achieving at or above the age expected standards in English and 58% of students are achieving at or above the age expected standards in mathematics. Our numeracy data clearly indicates that there are areas for improvement but this is information that has been used to identify targets and actions in our Annual Implementation Plan for 2023.

Utilising a range of resources such as DE Teaching Partners, developing and implementing a guaranteed and viable curriculum and accurately monitoring the impact of teaching numeracy in the classroom, we have been able to evaluate past teaching and assessment practices and pedagogy in numeracy to ensure that students are demonstrating consistent growth. The SIT (School Improvement Team) has closely analysed the assessment schedule to evaluate how students are being assessed throughout the course of the year in order to monitor the impact of teaching practices and allowing teaching teams (PLCs) to continually monitor student data and teach to the point of need of each student. Teachers are undergoing continuous professional learning that has been led by our Learning Specialists, who have completed a range of professional learning themselves in numeracy to build their professional capacity and pedagogical knowledge to pass on to all teachers.

Aligned with the school's Strategic Plan goal of improving the literacy and numeracy outcomes of our students, the school's leadership has focused on the three Key Improvement Strategies of developing, implementing and embedding a guaranteed and viable curriculum, developing staff capability to collect, analyse and use data effectively to inform teaching and learning and finally, building staff knowledge and understanding of the Victorian Curriculum to inform planning, teaching and assessment.

Wellbeing

In 2022, the school was fortunate to develop and refine a range of wellbeing strategies and resources. The WPPS wellbeing team consisted of an Assistant Principal, Leading Teacher, Mental Health and Wellbeing Leader, school counsellor and Family Engagement Worker (through Uniting Care). All of these staff members played a vital role in supporting the wellbeing of our students and our community as well as supporting our staff in implementing School Wide Positive Behaviour Interventions and the Berry Street Education Model. At WPPS the school engages with a range of services to support our students and developing their social and emotional learning. In term 4, WPPS established a partnership with Mercy Hospital to facilitate a Paediatric outreach program, where two qualified Paediatricians would consult with our students and families out of the school's Community Hub. This program will continue to be run in 2023 as it has had a resounding success in ensuring that our students physical and mental wellbeing was being supported as well as supporting our families in engaging in a much needed community service.

The school's Attitude to School survey, provides us with vital student data that drives the work of the wellbeing team. Some of the highlighted wellbeing data indicates that 82% of students in year 4-6 provided a positive response in relation to their sense of connectedness to the school and the community. This is a higher percentage than that of similar schools and much higher than the state average. Our year 4-6 students also positively endorse the management of bullying, with 81% of students. This is also a higher percentage than similar schools and considerably higher than the state average.

A structural leadership change in late 2022 meant that our middle leaders were provided with a collective responsibility to manage and support the wellbeing of our students. A review of the wellbeing referral process was undertaken and this process has been continually refined and streamlined to ensure that students were provided with early intervention strategies to support both mental health, wellbeing and support for families.

Engagement

In 2022, our entire school staff played a vital role in engaging our students and consequently our entire community. Student attendance is a useful measure of engagement strategies and interventions. The average number of absence days for students at WPPS in 2022 was 23.8. This is 2 less days than the average at similar schools and on par with the state average. Despite the comparison data, this is definitely an area for improvement in 2023. The structural leadership change and the specific role of the Leading Teachers in 2023 will have a focus on implementing early intervention strategies to support attendance rates. Engaging Uniting Care's family engagement worker and Berry Street's Side by Side program will continue to provide engagement support for our students with the highest absence

rates. Both of these services will work collaboratively to achieve the highest outcomes by working closely with families to improve student absence.

The WPPS Community Hub is a centre for community engagement and supports some of the most disadvantaged families but also keeps parents and carers engaged with school events. In late 2022, the Community Hub was used to provide a Paediatric Service for our students, which provided a further element of support for our families. The hub continues to build on the existing services and uses the feedback of the community to provide further support. WPPS continued to develop strong partnerships with external organisations including local secondary schools and local Kindergartens who add to the depth of our transition programs by working closely with WPPS to ensure our prospective Foundation and current year 6 students had positive experiences at their new settings. These partnerships include multiple meetings between Kindergartens, the year 6 Learning Community staff and the year 7 staff at the secondary schools.

Other highlights from the school year

At WPPS, the school underwent a major leadership change at the conclusion of term 2. This had a very minor impact on our student learning but had brought a different perspective to balancing learning expectations and maintaining a positive and inclusive learning environment for all students. Promotion of positive teacher collaboration was key to establishing collective responsibility of students, their learning and wellbeing.

At WPPS, our 5/6 Mixed Volleyball team came runners up in the Regional Finals - a first time accomplishment for the school. The Community Hub continues to pride itself on it's ability to provide a safe haven for our families and students and gain the necessary supports, whether it be welfare related, job seeking, English classes or the newly established paediatric service.

Financial performance

WPPS has established a positive financial position over the past 12 months. The school received just over \$4.7 million in the Student Resource Package as well as over \$800,000 in Government grants. Our total revenue in 2022 was just under \$5.7 million. Due to the school's social disadvantage, the school received a total of \$1.13 million in Equity funding. The total amount of the school's expenditure was just over \$5.6 million - meaning that the school was left with a small surplus carried over in to 2023 to support the the achievement of educational outcomes.

Locally based funds include any fundraising, year 6 jackets and curriculum contributions. The Government Grant is the grant provided for the shade sail over the Buddy Bench - part of the State Government's investment in to outdoor learning. Part of the revenue is the Government Provided DET Grant of \$75,000 (DET OHSC Grant) and was acquitted in the Trading and Fundraising expenditure.

For more detailed information regarding our school please visit our website at
<https://www.wyndhamparkps.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 2.0 (FISO 2.0).

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 383 students were enrolled at this school in 2022, 181 female and 202 male.

55 percent of students had English as an additional language and 3 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).

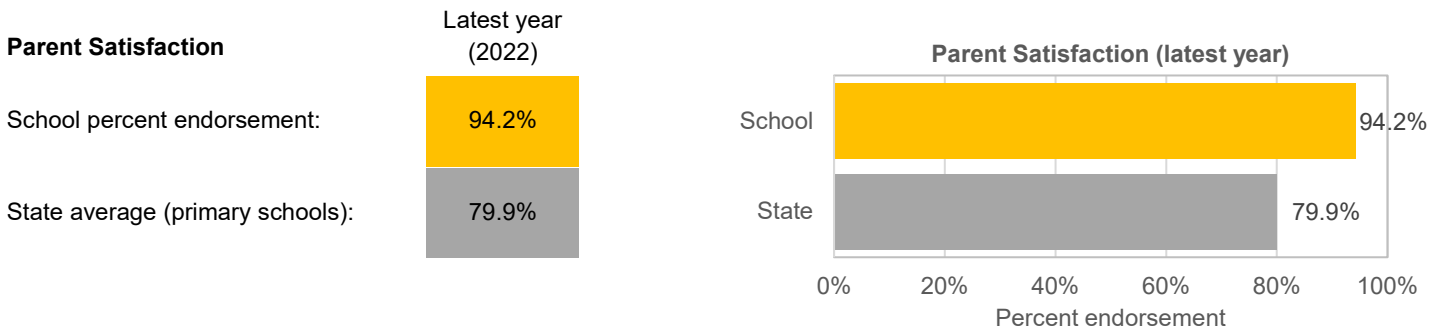
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

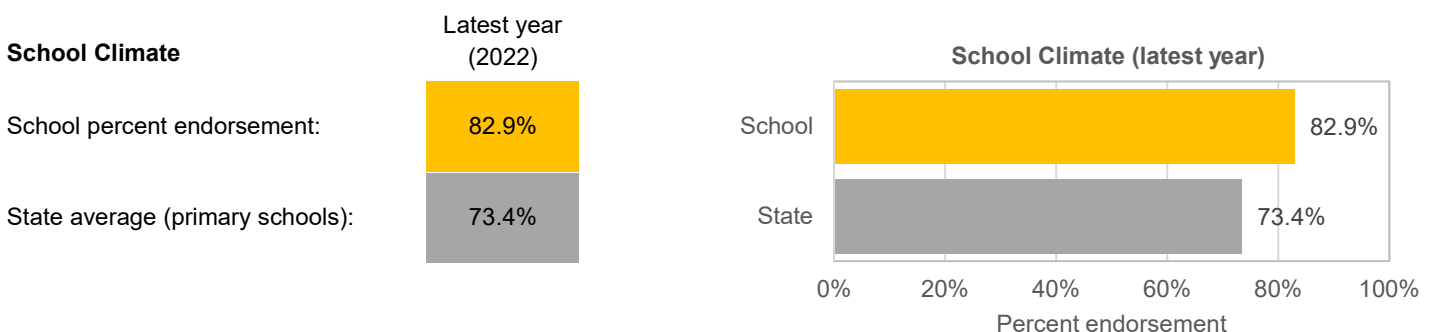


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

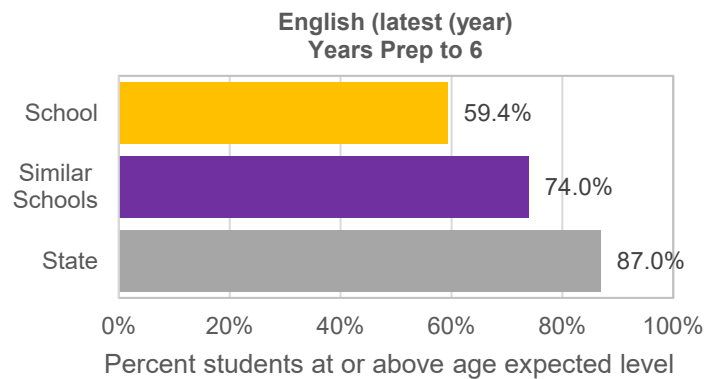
59.4%

Similar Schools average:

74.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

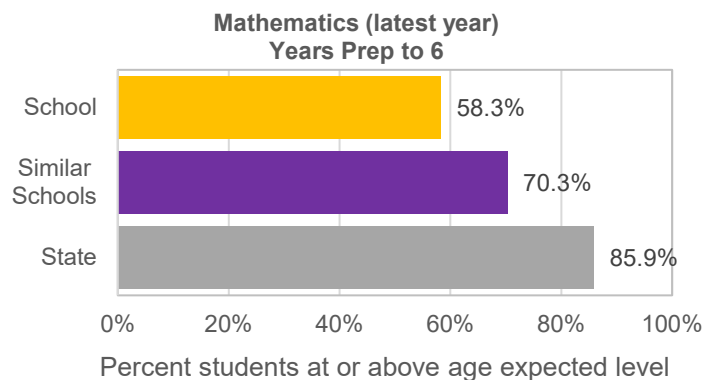
58.3%

Similar Schools average:

70.3%

State average:

85.9%



LEARNING (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.

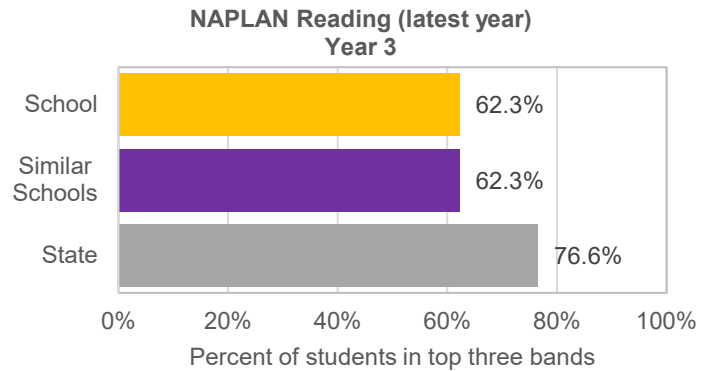
NAPLAN

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 2019, 2021 and 2022 data.

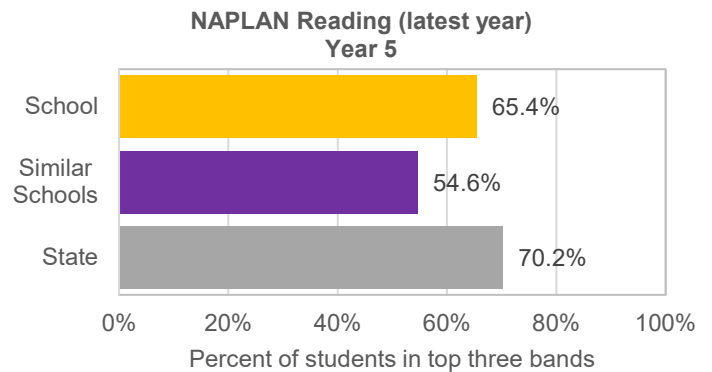
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.3%	61.0%
Similar Schools average:	62.3%	62.2%
State average:	76.6%	76.6%



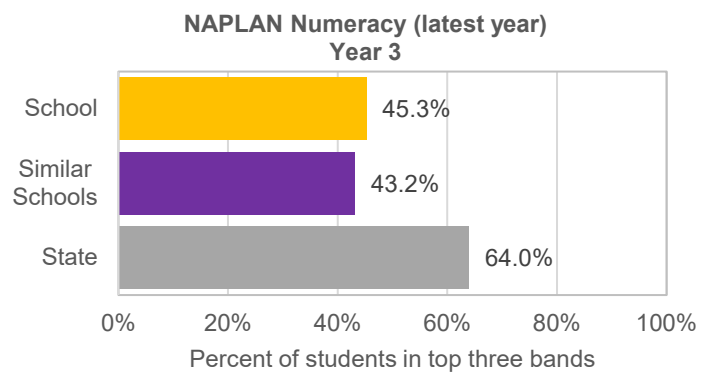
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.4%	56.5%
Similar Schools average:	54.6%	53.4%
State average:	70.2%	69.5%



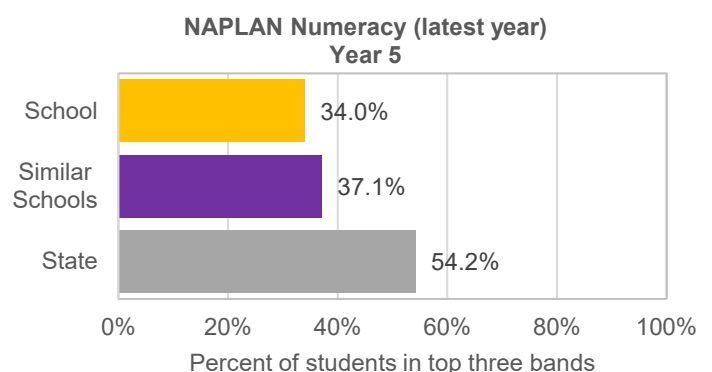
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.3%	38.9%
Similar Schools average:	43.2%	47.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.0%	32.3%
Similar Schools average:	37.1%	41.3%
State average:	54.2%	58.8%



WELLBEING

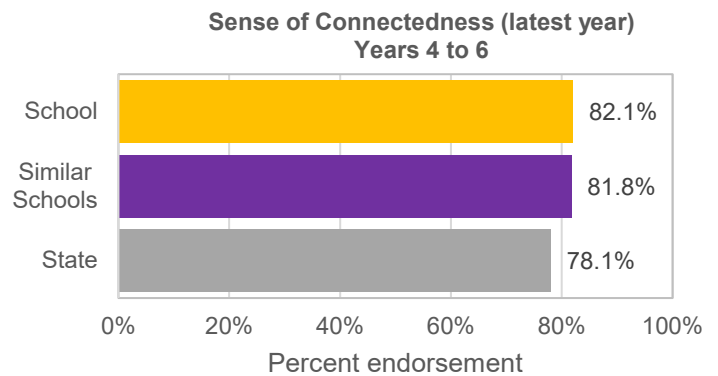
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	82.1%	78.8%
Similar Schools average:	81.8%	82.9%
State average:	78.1%	79.5%

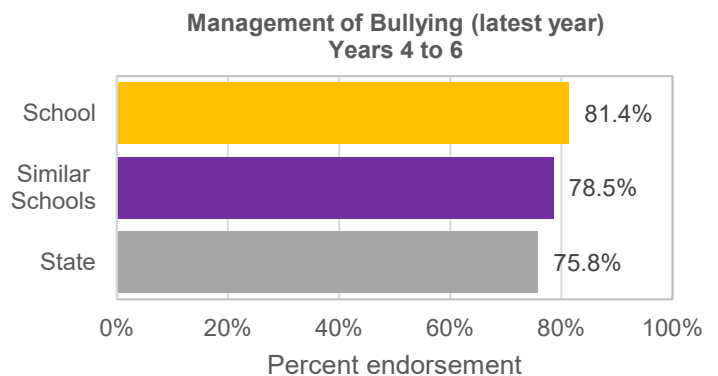


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	81.4%	79.1%
Similar Schools average:	78.5%	81.0%
State average:	75.8%	78.3%



ENGAGEMENT

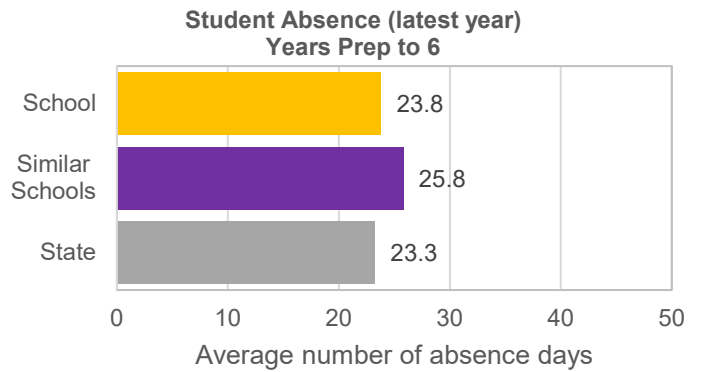
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.8	22.2
Similar Schools average:	25.8	20.4
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	85%	90%	87%	84%	87%	99%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,713,209
Government Provided DET Grants	\$799,712
Government Grants Commonwealth	\$13,268
Government Grants State	\$23,600
Revenue Other	\$100,323
Locally Raised Funds	\$44,915
Capital Grants	\$0
Total Operating Revenue	\$5,695,027

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,137,351
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,137,351

Expenditure	Actual
Student Resource Package ²	\$4,494,526
Adjustments	\$0
Books & Publications	\$10,551
Camps/Excursions/Activities	\$54,417
Communication Costs	\$5,312
Consumables	\$168,407
Miscellaneous Expense ³	\$31,243
Professional Development	\$13,063
Equipment/Maintenance/Hire	\$150,802
Property Services	\$126,228
Salaries & Allowances ⁴	\$40,287
Support Services	\$364,157
Trading & Fundraising	\$76,425
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,052
Total Operating Expenditure	\$5,565,470
Net Operating Surplus/-Deficit	\$129,557
Asset Acquisitions	\$18,335

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$497,468
Official Account	\$65,112
Other Accounts	\$0
Total Funds Available	\$562,580

Financial Commitments	Actual
Operating Reserve	\$161,671
Other Recurrent Expenditure	\$17,741
Provision Accounts	\$0
Funds Received in Advance	\$4,700
School Based Programs	\$32,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$391,112

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.