

2017 Annual Report to the School Community



School Name: Wyndham Park Primary School

School Number: 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 Regulation 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 2017 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 25 April 2018 at 10:52 AM by Laban Toose (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 Regulation 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 2017 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 01 May 2018 at 09:15 AM by Carol Achison-Mills (School Council President)



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 400 at the beginning of the 2018 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 42 staff (EFT) including 2 Principal Class, 3 leading teachers, 23 teachers, and 13 Education support staff.

The dedicated Staff at Wyndham Park Primary School work collaboratively in a Professional Learning Community. 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 - *Aspire Learn Achieve*.

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.

Framework for Improving Student Outcomes (FISO)

During 2017 we had an unwavering commitment to continue our focus on student learning. We continued our commitment to our school improvement priority of Excellence in Teaching and Learning through the implementation of the key improvement initiatives of Building practice excellence, and Curriculum planning and assessment to create a Professional Learning Community Culture and improve the learning growth of every student in English and Mathematics. The selection of these key improvement strategies were as a result of the 2016 School Strategic Peer Review. In particular our focus on building a professional learning community and providing targeted professional learning had supported teachers to better understand the learning needs of their students. In 2017 the continued development of the G.A.N.A.G instructional model including the use of learning intentions and success criteria throughout the school have been an enabler to the achievement of the goals in the annual implementation plan.

The following strategies have been implemented to align with the Framework for School Improvement

- the implementation of an assessment schedule and weekly professional learning team meetings to analyse and discuss data to supported teacher's understanding of data.
- a whole school data management system that allows teachers to track and monitor learning progress
- support for teacher's to build confidence in understanding of data to apply alternative assessments for students

Achievement

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. In 2017 NAPLAN achievement, in the top 3 bands, is similar to like schools in Mathematics and lower than like schools in English, with notable results in year 3 Mathematics and year 5 reading and mathematics. A highlight is the 4 year average for year 5 reading which is higher than that of like schools. Our school has achieved excellent progress towards decreasing "low" learning Growth and increasing "high" learning growth. A highlight of this gain in high growth is that of Spelling where 39% of students have experienced high growth and Numeracy where 32% of student have experienced High growth also. All students on the Program for Students with a Disability (PSD) and Koori students had an Individual Learning Plan established with targeted and specific learning goals. These students made excellent progress towards achieving these goals and were greatly supported via their individual Student Support Group.

Our achievement in these areas stem from the implementation of the WPPS Professional Learning Community, Curriculum Guarantees, 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, C.A.F.E literacy program, Maths Daily 3 program, and the use of Fountas and Pinnell resources has provided a sound foundation as a basis for our school wide English and Mathematics teaching. In 2018 we will be continuing our on improving student achievement outcomes by embedding an Inquiry Learning Framework based upon the concepts of Dr Jeni Wilson and also developing Standards Based Proficiency Scales. Additionally we will focus on improving teacher practice through developing High impact teachings strategies that support improves student learning outcomes.

Engagement



Our wide-ranging approach to student engagement has enabled our school to achieve excellent outcomes in attendance in 2017. Our average attendance rate for F-6 is 91.4% with students having an average of 17.5 days absence in 2017 and an average of 16.7 days absence over the past 4-year period. This result gives Wyndham Park Primary School a similar result to like schools. This success can be attributed to our multi-faceted attendance and engagement strategy including School Wide Positive Behaviours, Berry Street Education Model, Attendance mascot and associated reward program, Community Hub, Smith Family partnership, and our Wellbeing and engagement team that includes a Chaplain, Counsellor, and a Werribee Support and Housing worker.

Parent engagement at Wyndham Park Primary School has been a highlight for 2017. 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, School Extravaganza 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 2017 our parents and community have very successfully engaged in our improved digital communication activities, including our XUNO parent Portal, SMS attendance system, School Website, School Smartphone App and Facebook Page.

Wellbeing

Wyndham Park PS has committed to our School Wide Positive behaviours values of: RESPECT, SAFETY and RESPONSIBILITY. These values are at the core of the positive culture at our school. The profound success of this commitment has had an ongoing impact on student connectedness and again in 2017 our result of 83.21% is higher than the state average of 82.07%. In the area of Management of Bullying our outcome of 82.48% is equal to that of the state at 82.46%. These results show that our school is similar to that of like schools. As with student engagement we strongly believe that our ongoing success in the area of student wellbeing can be attributed to our multi-faceted attendance and engagement strategy including School Wide Positive Behaviours, Berry Street Education Model, Attendance Mascot and associated reward program, Community Hub, Smith Family partnership, and our Wellbeing and Engagement team that includes a Chaplain, Counsellor, Werribee Support and Housing worker.

In 2017 the involvement of the school in the BEST START 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 2017 a Kinda Kinder program facilitated by Victoria University.

The School also established the Student Wellbeing Hub where students are able to access programs such as Behaviour and Social Intervention (B+S program), Bike of Lunchtime program (BOLT), and wellbeing support. Additionally the Wellbeing team has successfully developed a school wide mindfulness program across the school. Activities such as brain breaks, mindful breathing and Calm colouring are now a routine part of the school day.

For more detailed information regarding our school please visit our website at 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 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	
<p>Enrolment Profile</p> <p>A total of 381 students were enrolled at this school in 2017, 183 female and 198 male.</p> <p>59 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> Lower</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>	<p> Lower</p> <p> Lower</p> <p> Lower</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> Higher</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 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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>54%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>50%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>63%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>44%</td> <td>39%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>61%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	54%	23%	Numeracy	18%	50%	32%	Writing	14%	63%	23%	Spelling	17%	44%	39%	Grammar and Punctuation	17%	61%	22%	<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 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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 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>88 %</td> <td>89 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	89 %	92 %	92 %	91 %	94 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	89 %	92 %	92 %	91 %	94 %	94 %										



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: 2017</p>	Similar
<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: 2017</p>	Similar

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*' 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').

Financial Performance and Position

Financial performance and position commentary

At the end of 2017 the school is in a sound financial position with a small surplus of \$120,000. It should be noted that in 2016 the Council Finance Committee established an operating reserve in line with DET guidelines. The majority of staff are employed in an ongoing basis and the school continues to allocate funding to develop and enhance their professional capacity. In 2017 as part of the schools ongoing commitment to developing the professional capacity of its workforce \$40,000 was allocated for staff professional development in areas such as The Berry Street Education Model training, Leadership coaching from Insight SRC and Inquiry coaching by Dr Jeni Wilson. The school also spent funding on a number of projects to enhance and the school facilities and infrastructure. Funding was allocated to establish additional shade structures on the red and yellow Learning Community Buildings. These structures provide much needed undercover areas for students and shade for classrooms during extreme weather (heat and rain). The school was also successful in applying for a robotics program funding grant to the value of \$15,000. This grant has enabled the school to establish the Wyndam Schools R.E.A.L robotics program and First Lego League regional program.

The Parents Group had a very successful year raising @\$2500 via Mother's and Father's Day stalls, and other fundraising initiatives.

In 2018 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.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,811,530	High Yield Investment Account	\$100,283
Government Provided DET Grants	\$988,338	Official Account	\$20,478
Government Grants Commonwealth	\$22,700	Total Funds Available	\$120,760
Government Grants State	\$9,789		
Revenue Other	\$32,466		
Locally Raised Funds	\$69,005		
Total Operating Revenue	\$4,933,827		
Equity¹			
Equity (Social Disadvantage)	\$1,137,324		
Equity Total	\$1,137,324		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,731,957	Operating Reserve	\$120,760
Books & Publications	\$30,087	Total Financial Commitments	\$120,760
Communication Costs	\$12,099		
Consumables	\$201,259		
Miscellaneous Expense ³	\$380,376		
Professional Development	\$48,279		
Property and Equipment Services	\$423,221		
Salaries & Allowances ⁴	\$10,509		
Trading & Fundraising	\$15,314		
Travel & Subsistence	\$1,466		
Utilities	\$33,109		
Total Operating Expenditure	\$4,887,676		
Net Operating Surplus/-Deficit	\$46,151		
Asset Acquisitions	\$0		



- (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 05 March 2018 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.