

# 2018 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](http://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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 05 March 2019 at 01:44 PM 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 March 2019 at 11:16 AM by Carol Achison-Mills  
(School Council President)

# Wyndham Park Primary School (5540)

## 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 393 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*. Wyndham Park PS has committed to our School Wide Positive behaviors values of: RESPECT, SAFETY and RESPONSIBILITY. 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. 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)

At Wyndham Park Primary School we have an unwavering commitment to continue our focus on improving student academic outcomes. Currently our school improvement priority is 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 are 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 2016 the development of the G.A.N.A.G instructional model and the use of learning intentions and success criteria throughout the school was an enabler to the achievement of the goals in the annual implementation plan.

In 2018 the following strategies were implemented to align with the Framework for School Improvement :

The continued implementation of a professional Learning Culture (PLC) for all staff at WPPS

- Building excellence in teaching and learning
- Enhancing the capacity of staff to collaborate and match teaching practice with data informed teaching and learning.

Improving the learning growth of every student in Literacy & Numeracy with a particular emphasis on Reading.

- Building teacher capacity to differentiate teaching to challenge and ensure progress for every student in Reading
- Building teacher capacity to read and interpret data and a range of assessment strategies to teach to student's point of learning
- Implementing ongoing, high quality staff professional learning with a particular emphasis on, HITS and Core teaching strategies.

Creating a supportive learning community which nurtures the social and emotional development of all students.

- Continuing to embed evidence informed initiatives (Vic Curric, BSEM & SWPBS) into our daily policies and practices.
- Developing and implementing a systematic approach to setting, monitoring and reflecting upon challenging goals and providing effective feedback for all students and teachers.
- Developing authentic student voice opportunities to enhance the quality of relationships and to inform

# Wyndham Park Primary School (5540)

teacher practice.

## Achievement

This commitment has contributed to another year of improvements in NAPLAN and Teacher Judgement data. NAPLAN results for 2018 Numeracy show 56% of year 3 students achieving in the top 4 bands with 10% of those student achieving in the top 2 bands. Similarly 62% year 5 students have achieved in the top 4 bands of Numeracy with 10% of those students achieving in the top 2 bands. In year 3 NAPLAN reading 80% of students have achieved in the top 4 bands with 22% of those student in the top 2 bands. In year 5 NAPLAN reading 69% of students have achieved in the top 4 bands with 16% of those in the top 2 bands. 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 2019 we will be continuing our work towards embedding The Fountas and Pinnell Leveled Literacy Intervention program as part of Guided reading in our classrooms. The school has 3 leading teachers to guide our continued development of Literacy, Numeracy and Inquiry which will in turn continue to improve the achievement growth rate in English and Mathematics. In 2018 we also employed 2 expert teachers to lead our Levelled Literacy Intervention Program and GRIN maths program. In 2018 WPPS also implemented the CAFE literacy program

## Engagement

The school continues to have a major focus on the School Wide Positive Behavior System (SWPBS) and Berry Street Education Model (BSEM).

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 2018 and continuing on in 2019 our staff continue to embed the Berry Street Trauma Informed Education Model program (BSEM). This program, delivered and implemented over the past 2 years, builds on the foundation of the SWPBS model and further supports 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 behavior 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 2017 with all year levels achieving above 90% attendance. Our 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 2019.

In 2019 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 2018. Parents and Community have made great use of the Community Hub and greatly supported the school though attendance to events such as the Foundation Day, Multicultural Day, Spanish Extravaganza and Education Week activities. Parents have also been

# Wyndham Park Primary School (5540)

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 2018 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

In 2018 the student wellbeing team that included a chaplain, school counsellor, Social Worker, Family Engagement Worker (HELP program), Behavior & Social Intervention team, and Assistant Principal . This team worked daily to support students and families through crisis and other issues that could affect student wellbeing and engagement.

The School also continued providing the Student Wellbeing Hub where students are able to access programs such as Behavior and Social Intervention (B+S program), Bike ED 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 coloring are now a routine part of the school day.

The School continues to deliver a comprehensive transition program for all of its students transitioning from Kindergarten to Foundation 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 Foundation students. Foundation 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 behaviors 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.

In 2018 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, 5 playgroups, and adult education courses.

## Financial performance and position

At the end of 2018 the school had a small surplus. The school spent funding on a number of projects to enhance and develop the school facilities and infrastructure. The school was also successful in applying for a robotics program funding grant to the value of \$15,000. Finally as part of the schools ongoing commitment to developing the professional capacity of its workforce approximately \$50,000 was allocated for staff professional development in areas such as The Berry Street Education Model training, Leadership coaching from Insight SRC and Literacy coaching by Narissa Leung.

The Parents Group had a very successful year raising @\$3000 via Mother's and Father's Day stalls, and other fundraising initiatives.

In 2019 it is expected that the school will continue to spend some funding on finishing the capital works projects

## Wyndham Park Primary School (5540)

including refurbishment of the Synthetic Soccer Pitch and Landscaping of the gardens at the front entrance of the school.

# Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

## School Profile

**Enrolment Profile**

A total of 391 students were enrolled at this school in 2018, 180 female and 211 male.

56 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

**Overall Socio-Economic Profile**

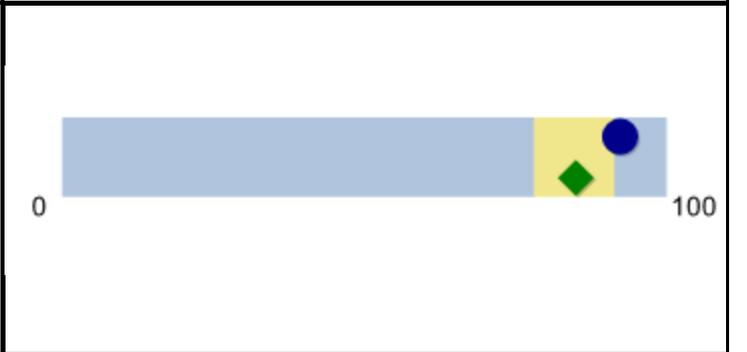
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



**Parent Satisfaction Summary**

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

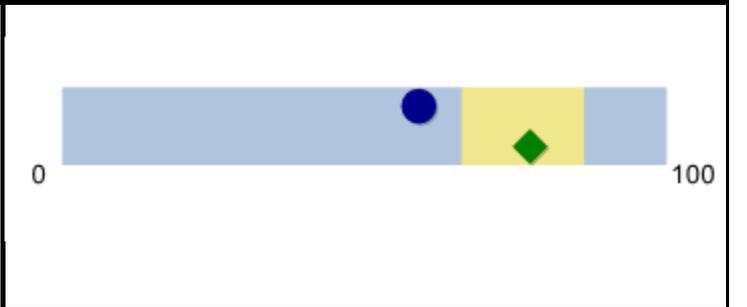
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



**School Staff Survey**

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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 Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></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><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>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> Lower</p> <p> Lower</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>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 Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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" style="margin: auto; border-collapse: collapse;"> <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>58%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>61%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>58%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>42%</td> <td>35%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	58%	19%	Numeracy	29%	61%	10%	Writing	29%	36%	36%	Spelling	16%	58%	26%	Grammar and Punctuation	42%	35%	23%	<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><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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p><b>Results: 2018</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <table border="1" data-bbox="550 909 1024 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>91 %</td> <td>89 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>89 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	89 %	93 %	92 %	91 %	89 %	95 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	89 %	93 %	92 %	91 %	89 %	95 %										

### 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><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,936,468	High Yield Investment Account	\$73,831
Government Provided DET Grants	\$753,993	Official Account	\$21,942
Government Grants Commonwealth	\$4,800	<b>Total Funds Available</b>	<b>\$95,773</b>
Government Grants State	\$1,769		
Revenue Other	\$273,697		
Locally Raised Funds	\$94,141		
<b>Total Operating Revenue</b>	<b>\$5,064,869</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,088,032		
<b>Equity Total</b>	<b>\$1,088,032</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,786,531	Operating Reserve	\$95,773
Books & Publications	\$25,095	<b>Total Financial Commitments</b>	<b>\$95,773</b>
Communication Costs	\$11,345		
Consumables	\$195,401		
Miscellaneous Expense <sup>3</sup>	\$428,298		
Professional Development	\$55,623		
Property and Equipment Services	\$386,852		
Salaries & Allowances <sup>4</sup>	\$17,754		
Trading & Fundraising	\$11,288		
Travel & Subsistence	\$148		
Utilities	\$23,452		
<b>Total Operating Expenditure</b>	<b>\$4,941,787</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$123,082</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 04 March 2019 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.





# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

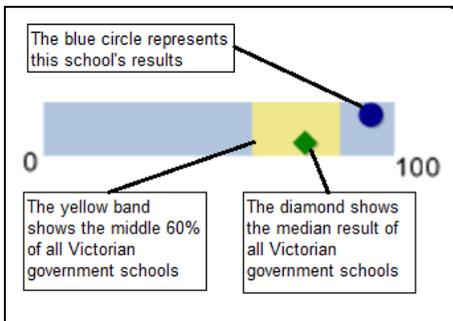
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

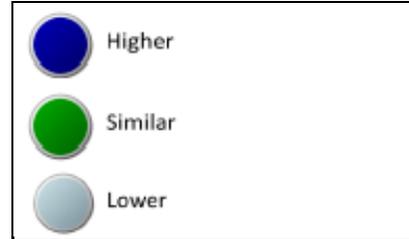


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').