

2018 Annual Report to The School Community



School Name: Wangaratta West Primary School (4642)



- 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 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 26 March 2019 at 02:54 PM by Kristy Keenan
(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 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 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 24 April 2019 at 02:41 PM by Cam Meggs (School
Council President)

About Our School

School context

Wangaratta West Primary School is a thriving primary school located in the rural township of Wangaratta in North East Victoria. Established in 1950, the school has a rich history and growing enrolment trend. We currently have 435 students enrolled (up from 403 students in 2018).

The school is situated on approximately 2.5 acres (1 hectare) of land, comprising of grassed areas, concrete basketball/netball courts, and landscaped garden areas. Between 2008 and 2010 the school underwent significant renovations, resulting in well-appointed facilities. We have 19 classrooms as well as an art room, library, science room, music room, hall (with adjoining canteen) and office block.

The school is led by a Principal and two Assistant Principals, with a workforce comprising of 25 teaching staff, 8 Education Support Staff, a business manager, administration officer, chaplain and social worker.

Wangaratta West Primary School enjoys a reputation for leading the way with modern teaching methods and resources, including a broad specialist program, consistent teaching and learning practices and an extensive digital technology program. More than 200 iPads enable us to run a one-to-one program for students in years three to six and provide a small group of iPads in each P-2 classroom. We also provide a coding and robotics program, and promote the value of STEAM in education (Science, Technology, Engineering, the Arts and Mathematics). Specialist classes are offered in Art, Music, Physical Education, Science, Italian and Digital Technology. A range of elective programs offered during the lunch hour include percussion groups, choirs, and structured activities. Ongoing professional development is supported by the engagement of external consultants, access to professional resources and tools, and regular time for staff to learn with and from one another through collaborative planning, supported this year by a Learning Specialist. A strong focus on literacy and numeracy skills drives curriculum planning, in addition to an emphasis on ensuring all students feel safe and happy at school. Curriculum presentation consists of a combination of direct instruction and learning through inquiry.

The school has a Student Representative Council as a means of stimulating student voice and offers a range of leadership opportunities for our year six students (school captains/house captains).

Our values of respect, honesty, empathy, resilience and gratitude are at the core of all of our dealings with each other and the wider community. We encourage students to demonstrate, through their actions and words, that they care for themselves, others and the school community. We foster the development of resilience through our continued association with The Resilience Project and through our Positive Behaviour Program that permeates everything we do.

Framework for Improving Student Outcomes (FISO)

FISO INITIATIVE: Evidence-based high-impact teaching strategies

GOAL: To accelerate the learning growth of every Wangaratta West student in English, Mathematics and Science.

KEY IMPROVEMENT STRATEGIES:

- Investigate, develop and consistently embed an agreed whole school instructional model for English, Mathematics and Science.
- Use a range of assessment and reporting tools to measure student growth and improve the accuracy of reporting to parents.

TARGETS and PROGRESS:

NUMERACY AIP Targets:

- Less than 25% of students making low relative gain. – ACHIEVED
- More than 25% of students making high relative gain. – ALMOST ACHIEVED

READING AIP Targets

- Less than 30% of students making low relative gain. - ACHIEVED

- More than 15% of students making high relative gain. – ACHIEVED

WRITING AIP Targets:

- Less than 40% of students making low relative gain. - ACHIEVED

- More than 15% of students making high relative gain. – ACHIEVED

SPELLING AIP Targets:

- Less than 25% of students making low relative gain - ACHIEVED

- More than 15% of students making high relative gain - ACHIEVED

FISO INITIATIVE: Intellectual engagement and self-awareness

GOAL: To develop inquiring, creative and critical thinking students who (understand how to) challenge themselves to advance their learning

KEY IMPROVEMENT STRATEGY: Implement, review and refine the planned inquiry model .

TARGET and PROGRESS: Stimulating Learning Data overall positive response rate of 90% (not yet achieved).

Overall 2018 – 79% (Overall 2017 – 87%)

FISO INITIATIVE: Vision, values and culture

GOAL: To develop resilient students who display behaviours and attitudes that reflect the (new) school values

KEY IMPROVEMENT STRATEGIES: Entrench the new school vision and values within the entire school community.

Embed an agreed whole school approach to the development of resilience.

Create a whole school Positive Behaviour Matrix to ensure a shared language and approach.

TARGETS and PROGRESS:

- Classroom Behaviour overall positive response rate of 80% (not yet achieved). Overall 2018 – 76% (Overall 2017 – 75%)

- Student Safety (Managing Bullying) overall positive response rate of 75% - ACHIEVED. Overall 2018 – 75% (Overall 2017 – 70%)

Achievement

* Overall, the school has again undergone significant growth over the past 12 months. In particular, our NAPLAN data showed significant improvement in the area of student relative growth (academic improvement between years 3 and 5) across all subject areas (see above). Our results in this area are now at the highest point in 5 years. In particular, the school has seen significant growth in numeracy and spelling data following a targeted professional development, the continued consistent implementation of our instructional model and the purchase of relevant resources. Year 3 Reading results also showed a significant improvement in the percentage of equity funded students in the top 2 bands, moving from 24% in 2017 to 42% in 2018, and a similar reduction in the percentage of equity funded students in the bottom 2 bands, dropping from 20% to 11%.

These improvements may be attributed to a consistent approach to curriculum planning, assessment and moderation during collaborative planning time and a continued focus on high quality professional development opportunities for staff.

- In 2019 we will continue to engage high quality consultants to offer our staff targeted professional development that aligns to priorities identified within our Annual Implementation Plan.

- In 2019 we will continue to timetable classroom teachers to have their non face-to-face teaching time as a group, allowing for collaborative planning for three hours per week (in addition to other release time). Of these three hours, two hours will be supported by a Learning Specialist who will focus on further enhancing the data literacy skills of the staff, their knowledge of and implementation of High Impact Teaching Strategies, and their development of high quality lessons consistent across all grades within a year level.

Engagement

* In 2018 the school introduced Science as a specialist program, with a dedicated Science teacher and classroom. This addition further enhanced our already broad specialist program, with students accessing very

high quality curriculums in Art, Music, PE and Italian.

* Wang West TV, positive postcards, Live Broadcasts, our House point system, and token rewards continued as part of our broad Positive Behaviour Program.

* The school continued to monitor student attendance and use Compass to text parents/carers regarding absences. Students with multiple absent days/chronic absences had a support team and strategies in place to improve attendance (i.e. support from the chaplain/wellbeing officer, Student Support Group meetings and/or referral to the Department's Attendance Officer). The average number of absence days was 14.8 in 2018, slightly below the state median of 15.1, with attendance percentages between 91 and 95% across the board.

* The school continued to encourage and seek parent involvement in school events and programs. 93% of parents were satisfied with the school overall and 77% of students felt connected to school.

* Our 2018 Attitudes To School Survey Data reflected an overall positive response rate in relation to Classroom Behaviour of 76% in 2018 (up slightly from 2017's 75% and significantly from 2016's 29%). We had a similar improvement in relation to Student Safety (Managing Bullying) with an overall positive response rate of 75% (up from 70% in 2017).

* The school offered multiple leadership positions in 2018 for our senior students, with the introduction of year-long house captains and quarterly school captains to enable more students to develop their leadership skills through a position of responsibility, in addition to Student Representative Council (SRC) positions across the school.

- In 2019 we are introducing a Hands-On Learning Program which will seek to improve school engagement and connectedness for groups of students who would benefit from a practically applied curriculum or who are at risk of disengagement (amongst others who would benefit from the program within a leadership capacity).

- In 2019 we will again offer a range of leadership positions, with semesterly school and house captains in addition to SRC leaders.

Wellbeing

* In 2018 the school vision continued to be embedded across the school community through direct links to the Positive Behaviour Matrix, classroom displays and celebrations of student achievement (Students of the Week/Principal's Awards).

* The school's values were embedded throughout 2018 with the introduction of our values wristbands in addition to the continued implementation of Student of the Week and Principal's awards.

* The school's 2018 Attitudes to School Survey Data reflected a number of positive movements including:

- A reduction in the percentage of students reporting that 'I have been hit, kicked, hurt or threatened on purpose by another student'. Notably, there was a 19% drop for the 2018 grade 5 female cohort and a 14% drop in the grade 5 male cohort since 2017 (same group of students).

- A reduction in the instances of bullying, decreasing by 11% since 2017, with responses to the statement 'I have been bullied at my school this term' down from 32% in 2017 to 21% in 2018.

- A reduction in Cyber bullying, dropping from 10% in 2017 to 5% in 2018 overall.

- High levels of resilience, with levels overall for years 4,5 and 6 students at 83% (up from 81% in 2017). Notably, in 2018 grade 6 students had a positive response rate of 89% (up from 82% for the same students in 2017 as year 5's). In particular, Grade 5 boys' data also rose from a 74% positive response rate in 2017 to a 92% positive response rate as grade 6's in 2018.

* The school offered student, staff and parent/community presentations by John Coultis, an international speaker in the area of resilience and persistence.

* The school employed a Wellbeing Officer to compliment our wellbeing program and the services offered by our school chaplain.

- In 2019 the school will again offer student, staff and parent/community presentations by The Resilience Project to further strengthen students' resilience skills and understandings.

- The school will continue to take a no-tolerance approach to bullying, and to reinforce this through participation in National Day of Action Against Bullying and Violence.

- In 2019 the school will again employ both a Wellbeing Officer and a school Chaplain to assist students, with one available each day of the week.

Financial performance and position

In 2018 the school received a significant amount of Equity funding (\$453,024). This was used to provide targeted programs, to employ staff to offer additional opportunities for students (i.e. Wellbeing Officer, school chaplain, etc.), to purchase high quality resources, and to engage consultants to offer staff professional development in ways to cater for the diversity of student needs present within each classroom.

Between the school's cash and credit provisions, we finished with a significant surplus resulting from staffing changes and careful budgeting, ensuring sufficient funds to withstand potential changes to equity funding (that came to fruition within the 2019 budget). This surplus will be carried forward and will be used in 2019 in a variety of ways benefiting our students.




For more detailed information regarding our school please visit our website at
<http://www.wangwestps.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 401 students were enrolled at this school in 2018, 198 female and 203 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 4 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:  ◆ 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> 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 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 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>15%</td> <td>70%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>61%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>60%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>34%</td> <td>57%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>41%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	70%	15%	Numeracy	16%	61%	22%	Writing	22%	60%	18%	Spelling	9%	34%	57%	Grammar and Punctuation	34%	41%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	15%	70%	15%																							
Numeracy	16%	61%	22%																							
Writing	22%	60%	18%																							
Spelling	9%	34%	57%																							
Grammar and Punctuation	34%	41%	25%																							

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>95 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	92 %	93 %	92 %	93 %	91 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	92 %	93 %	92 %	93 %	91 %	92 %										

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> Similar</p> <p> Similar</p>
<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> Similar</p> <p> Lower</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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,287,733	High Yield Investment Account	\$102,563
Government Provided DET Grants	\$657,746	Official Account	\$54,560
Government Grants Commonwealth	\$125,658	Total Funds Available	\$157,123
Revenue Other	\$6,264		
Locally Raised Funds	\$285,794		
Total Operating Revenue	\$4,363,196		
Equity¹			
Equity (Social Disadvantage)	\$453,024		
Equity Total	\$453,024		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,083,098	Operating Reserve	\$122,914
Books & Publications	\$4,896	Other Recurrent Expenditure	\$15,133
Communication Costs	\$16,607	Provision Accounts	\$1,931
Consumables	\$138,484	School Based Programs	\$10,845
Miscellaneous Expense ³	\$158,979	Asset/Equipment Replacement < 12 months	\$6,300
Professional Development	\$48,693	Total Financial Commitments	\$157,123
Property and Equipment Services	\$253,319		
Salaries & Allowances ⁴	\$330,383		
Trading & Fundraising	\$56,324		
Utilities	\$44,236		
Total Operating Expenditure	\$4,135,020		
Net Operating Surplus/-Deficit	\$228,176		
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 15 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)

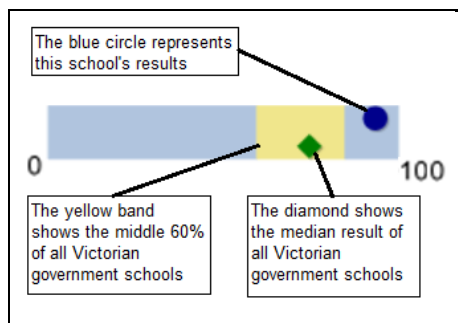
Engagement

- 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).

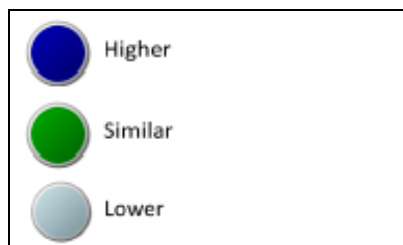


What does *School Comparison* refer to?

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').