

2019 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 2019 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 22 May 2020 at 03:41 PM by Kristy Keenan (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 02 June 2020 at 10:01 AM by Cam Meggs (School Council President)

About Our School

School context

Wangaratta West is a vibrant learning community with a staff comprising of 17 full time and 14 part time teachers, three principal class officers, 14 Education Support staff and a Chaplain. We are a school which caters for a cross section of our community, drawing students from the local neighbourhood and beyond, as well as students from rural areas that travel by bus.

Wangaratta West has a vision to develop learners for life who care for themselves, care for others and care for the environment. We pride ourselves on the education of our school values of resilience, empathy, gratitude, honesty and respect.

Wangaratta West has modern and flexible learning spaces with modern resources that provide an engaging environment for our students and staff. Resources extend to a high quality Digital Technology program that supports our school wide approach to STEAM education and includes one-to-one iPad allocation in years 3-6 and access to technology in P-2 classrooms. An ongoing focus on the school's grounds has led to an environment that is as enticing as the classrooms.

The school has invested significantly in building the capacity of all staff to deliver a consistent, effective and engaging curriculum based on The Victorian Curriculum. We pride ourselves on targeting learning to the point of need for each student, with a consistent approach to assessment for each child. Our school similarly has a heavy focus on consistency within classroom practices to ensure that children in every classroom have access to high quality classroom teaching technique and exposure to a balanced curriculum.

Students at Wangaratta West are supported with high quality Music, Visual Arts, Physical Education, LOTE (Italian) and Science programs.

Framework for Improving Student Outcomes (FISO)

Goal 1: To accelerate the learning growth of every Wangaratta West student in English, Mathematics and Science.

2019 Self-Evaluation (Building Practice Excellence): Embedding moving towards Excelling

We sought to drive student learning by:

- Investigating, developing and consistently embedding an agreed whole school instructional model for English, Mathematics and Science.
- Using a range of assessment and reporting tools to measure student growth and improve the accuracy of reporting to parents.
- Providing staff with high quality, targeted professional development opportunities (The Big Write, Jan Richardson's Guided Reading model and SoundWaves Spelling).
- Providing staff with 2 hours weekly of collaborative planning time in addition to scheduled PLT time for teaching teams during the school day, supported by a Learning Specialist/member of the Leadership Team.
- Modelling of Instructional Model and HITS by a Learning Specialist.
- Using a range of assessment tools to monitor learning, support planning, and identify target groups and activities.
- Conducting Learning Walks to foster a greater understanding of classroom practices.

Goal 2: To develop resilient students who display behaviours and attitudes that reflect the (new) school values.

2019 Self-Evaluation (Vision, values and culture): Evolving

We sought to entrench the new school vision and values within the entire school community, embed an agreed whole school approach to the development of resilience, and create a whole school Positive Behaviour approach by:

- Facilitating a PBIS program with initiatives such as values wristbands, the Positive Behaviour Matrix articulating our 'I care' statements and continued reference to vision and values within Student of the Week/Principal Awards.

- Providing professional development to staff, students and parents and carers through external consultants The Resilience Project, focused on further strengthening the understanding of staff, students and parents in relation to resilience and strategies for building emotional literacy.
- Providing ongoing wellbeing, engagement and positive behaviour support and guidance to staff.
- Offering the services of our Social Worker (Breanna) and School Chaplain (Rose) to support students, families and staff members.

Achievement

Overall, Wangaratta West Primary School has undergone significant growth over the past 12 months due to our consistent approach to curriculum planning, assessment and moderation during collaborative planning time and a focus on high quality professional development.

The school has seen significant growth in Numeracy data (highest point in our 5 year trend data), following a targeted and collective approach to improving results through professional development, the introduction of a new instructional model and the purchase of relevant resources. The school continued to see some positive trends in other NAPLAN areas, including 28% of students in the top two bands for Reading in Grade 5 (similar schools 27%). With the successful implementation of a whole school instructional model, including evidence-based teaching and learning initiatives, we will continue to closely monitor our students growth.

The school vision has been embedded across the school community, linking to the Positive Behaviour Matrix and celebrations of student achievement.

A range of transition activities, including additional support for transition, is offered for both students coming in to Prep at our school, and students moving from year 6 to year 7, particularly Koori students, PSD students and other at risk students.

A strong leadership structure has been established, and new leaders are being developed throughout the school (i.e. Vertical Team leaders, Section leaders and PLC leaders). Teams are running more effectively due to regular scheduled meeting time on the meeting schedule and enhanced opportunities for communication between staff and the leadership team through fortnightly meetings.

In relation to our 2019 AIP goals, we achieved the following targets:

- Above 20% high growth in Reading (ACHIEVED at 30%) and below 20% low growth (ACHIEVED at 18%)
- Below 20% low growth in Writing (ACHIEVED at 18%)

We almost achieved our goal of above 25% high growth in writing (achieving 22%) but did not reach either Spelling target of above 25% high growth and below 20% low growth.

In relation to our 2019 Staff Opinion Survey targets, we achieved the following:

- Knowledge of High Impact Teaching Strategies target: 90% positive response rate (ALMOST ACHIEVED at 86%, up from 80% in 2018)
- Use of High Impact Teaching Strategies target: 90% positive response rate (ALMOST ACHIEVED at 82%, up from 80% in 2018)

Engagement

Our 2019 Student Attitudes to School Survey data reflected the achievement of our goals:

- Managing Bullying target: 80% positive response rate (ACHIEVED at 82%, up from 75% in 2018)
- Effective Classroom Behaviour target: 80% positive response rate (ACHIEVED at 85%, up from 76% in 2018)

Our 2019 Parent Opinion Survey data was similarly very strong:

- Managing Bullying target: 86% positive response rate (ACHIEVED at 92%, up from 81% in 2018)

- Not Experiencing Bullying target: 65% positive response rate (ALMOST ACHIEVED at 63%, up from 57% in 2018)

The school continued to monitor student attendance and actively seek to reduce high rates of absenteeism. In 2019 the percentage of students with 20 or more absence days was 22%, consistent with previous years.

The school continued to offer a number of leadership opportunities for students, including school captains (4 per semester), house captains (8 per semester), and SRC leaders (1 per class). Recognition of student effort and success continued to be a focus with a number of strategies implemented including Students of the Week, Principal's Awards, positive postcards, Wang West TV, Live Broadcast and a House point system.

The school continued to use the Positive Behaviour Matrix and fortnightly 'blitz' topics to focus students' attention on desirable behaviour, and respond to undesirable behaviour in a consistent manner.

Wellbeing

Our 2019 Student Attitudes to School Survey data reflected growth in students' resilience and saw the school almost achieve its 2019 target:

- 88% positive response rate (87% achieved in 2019, up from 83% in 2018)

Our 2019 Parent Opinion Survey data was similarly very strong:

- Confidence & Resiliency Skills target: 95% positive response rate (ACHIEVED at 95%, up from 94% in 2018)

Presentations by The Resilience Project for staff, students and parents complemented our focus on building students' resilience.

Our chaplain (Rose) and wellbeing leader (Bree) continued to support students and families on an individual basis and through group activities. The school also offered breakfast club weekly supported by staff and parent volunteers.

Financial performance and position

The school carried forward a significant surplus due to careful resourcing and budgeting for future planned expenditure (improvements to grounds scheduled to be completed in 2020).

Large expenditure items for 2019 included a new playground for students, renovations to areas across the school including upgrades to the library and both internal and external painting, furnishing an additional classroom, and consultancy (teaching and learning, The Resilience Project).

Equity funding allocated to the school was used to support the welfare of our disadvantaged students and families through initiatives such as fresh fruit Wednesdays, support for camps/excursions, a literacy intervention program, the continued employment of a speech therapist, and ongoing resourcing of targeted numeracy and literacy programs.




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

Enrolment Profile

A total of 432 students were enrolled at this school in 2019, 214 female and 218 male.

2 percent were EAL (English as an Additional Language) students and 3 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.






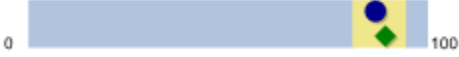






School Staff Survey

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

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Similar </p>

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Above </p> <p>Above </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>Above </p> <p>Above </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: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below











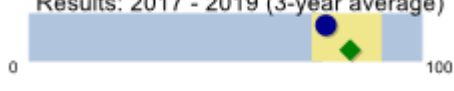

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain 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" style="margin-top: 10px;"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>52%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>51%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>60%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>55%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>53%</td> <td>34%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	52%	30%	Numeracy	31%	51%	18%	Writing	18%	60%	22%	Spelling	30%	55%	15%	Grammar and Punctuation	53%	34%	13%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1" style="margin-top: 10px;"> <caption>Statewide Distribution of Learning Gain</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	18%	52%	30%																															
Numeracy	31%	51%	18%																															
Writing	18%	60%	22%																															
Spelling	30%	55%	15%																															
Grammar and Punctuation	53%	34%	13%																															
Gain Level	Percentage																																	
Low	25%																																	
Medium	50%																																	
High	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: **Key:** Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	92 %	91 %	91 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	92 %	91 %	91 %	92 %										

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Wellbeing	Student Outcomes	Similar 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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</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>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,719,188	High Yield Investment Account	\$246,696
Government Provided DET Grants	\$644,517	Official Account	\$120,368
Government Grants Commonwealth	\$188,324	Total Funds Available	\$367,065
Revenue Other	\$21,917		
Locally Raised Funds	\$336,327		
Total Operating Revenue	\$4,910,274		
Equity¹			
Equity (Social Disadvantage)	\$363,515		
Equity Total	\$363,515		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,402,815	Operating Reserve	\$157,601
Books & Publications	\$2,979	Other Recurrent Expenditure	\$132,457
Communication Costs	\$18,112	Provision Accounts	\$1,931
Consumables	\$107,192	Asset/Equipment Replacement < 12 months	\$20,000
Miscellaneous Expense ³	\$202,442	Maintenance - Buildings/Grounds < 12 months	\$15,000
Professional Development	\$19,075	Maintenance - Buildings/Grounds > 12 months	\$40,000
Property and Equipment Services	\$329,324	Total Financial Commitments	\$366,989
Salaries & Allowances ⁴	\$295,970		
Trading & Fundraising	\$71,217		
Utilities	\$46,199		
Total Operating Expenditure	\$4,495,324		
Net Operating Surplus/-Deficit	\$414,950		
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 26 February 2020 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)

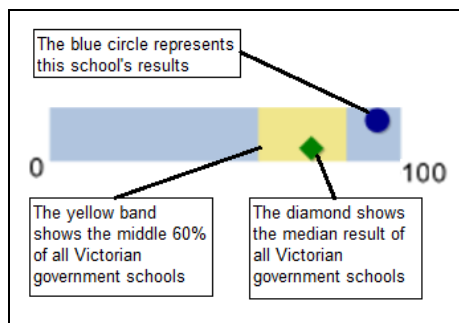
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').