

# 2018 Annual Report to The School Community



School Name: **Wodonga West Primary School (4814)**



- 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 12 March 2019 at 02:51 PM by Jocelyn Owen  
(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.

To be attested by School Council President

## About Our School

### School context

Our vision, 'Learning for Living', encompasses our holistic approach to learning and wellbeing. With our rigorous Rich Task curriculum and additional programs, our students are prepared to be active, responsible citizens within an ever changing world. Wodonga West offers 'Advancement Via Individual Determination' (AVID) as an innovative system of strategies to assist students with learning. We are an urban school typified by families with English speaking backgrounds and low to mid socio-economic status. There is a diverse range of occupations and aspirations. We have a growing number of students with English as an Additional Language (11%) and 15% are Aboriginal and Torres Strait Islander students. Comprehensive Literacy and Numeracy programs are the foundation of our curriculum which incorporates the use of learning technologies. Practical Literacy and Numeracy is also incorporated into our Stephanie Alexander Kitchen Garden program. Specialist subjects, taught from Foundation to Year 6 are the Visual and Performing Arts, Physical Education, Science and Indonesian Language. We have 2 Principal Class, 10 classroom teachers, 4 Specialist Teachers, 9 Education Support staff including a Wellbeing and Attendance Officer, and an English as an Additional Language teacher to support our multicultural families. In addition to this we operate a 3 and 4 year old Kindergarten on site which has access to Maternal and Child Health services and enhances a smooth transition to formal schooling. Our school is part of the Federation of Wodonga Government Schools.

### Framework for Improving Student Outcomes (FISO)

We have had a focus on Excellence in Teaching and Learning: building practice excellence, curriculum planning and assessment, evidence-based high impact teaching strategies and evaluation impact on learning. Much of this has been achieved through conducting school wide Inquiry Change Challenges in regular Communities of Practice collaborations around using data to inform teaching. We continued to have a strong focus on Reading ( running several Reading sprints across the school ), Writing and Mathematics, but we have also trained some teachers in STEM and coding / digital technologies which we intend to build on and have greater curriculum emphasis into the future. We are continuing to implement VCOP writing program and strategies across the school. Our school was also identified as one of 7 schools in Australia to receive funding to implement the AVID Myer Maths Trial. Through the work of the Federation of Government Schools we have facilitated opportunities for student voice and agency which we intend to develop further into the future.

### Achievement

Student learning outcomes for our school are similar to schools with like socio-economic backgrounds and demographics. The only exceptions to this are that we scored higher than similar schools in our percentage of students in the top 3 bands in Year 5 NAPLAN - Numeracy which is positive, but lower in year 3. With our involvement in the Myer Maths trial for the next 2 years, we are planning to have our Numeracy Leader released for one day per week to monitor, model and coach our staff to improve their capacity to deliver high quality, best practice Numeracy lessons. Our school was lower than similar schools in the average number of days absent per student across the year - an area to focus on in the future with our families and Attendance Officer to oversee. Our NAPLAN results in learning gain from year 3 to year 5 indicates less students than desirable making high gain in the literacy areas, therefore we will have a strong focus on Reading into the future and we will continue to refine our VCOP Writing program and strategies across the school. Our minimum goal in NAPLAN is to ensure we sit within the range level expected for all Government schools and that increasing numbers of students make high gain. High expectations continue to be held and promoted for all students, from all backgrounds, in all curriculum areas, and we regularly assess and monitor individual progress. Staff share the responsibility for the progress of all students and co-create individual learning goals in Reading, Writing and Mathematics for students. The regional Literacy and Numeracy strategies are mandated as best practice models. This supports a differentiated curriculum inclusive of the needs of our most gifted and academically challenged students.

### Engagement

# Wodonga West Primary School (4814)

We are rigorous in monitoring student lateness / attendance and supporting students to be at school learning, as every day counts. Our attendance rates across the school for 2018 were lower than most other Victorian Government schools, with our average attendance rate at 88%. Our attendance strategy involves some creative and engaging means which enable positive attendance and improved attendance is rewarded and celebrated across the school. Our Primary Wellbeing Officer continues to offer a range of programs in partnership with Wodonga Senior Secondary College which promote future aspirations and pathways encouraging students to stay engaged with schooling. Our 'Stephanie Alexander Kitchen Garden' program is another key element in promoting lifelong learning and is a highlight of the curriculum with both the kitchen and magnificent garden facilitating students learning to grow, harvest, prepare and share wholesome meals together. 'Advancement Via Individual Determination' has been introduced across the entire school as a system of strategies for student success. This forms a seamless approach from our school to Wodonga Government Secondary Schooling ( Foundation through to Year 12 ).

## Wellbeing

Our school operates with three behaviour expectations; Be Safe, Be Respectful and Be a Learner - all under the banner of School Wide - Positive Behaviour Support. These expectations are explicitly taught, modelled, practised, acknowledged and corrected both within the classrooms and the play grounds. Data drives our school-wide decision making in this area and our extensive rubrics outlining expected behaviours are enhanced with weekly social skills lessons. These sessions include anti bullying, resilience, making friendships and other social skills activities. A section of staff also received training with Respectful Relationships late in 2018 with the goal of implementing this in 2019. We engage a Play Therapist and Speech Pathology services to work with our younger students to maximise their participation in the school community. Local agencies with counselling expertise support students as required. We also have a whole school House Point system designed to engage our students and families in various facets of the school's programs and activities. These include multi-age activities to foster a sense of community from F-6.

## Financial performance and position

Why annual result is surplus / deficit:

The most significant contributor to Wodonga West Primary School having a surplus for 2018 was due to a number of Teaching staff retiring or taking Leave that were employed at the top pay rate for teachers, and they were replaced with Teachers that were not at that pay rate level as yet.

Extraordinary revenue or expenditure items:

The only significant spending by the school during 2018 was \$35,100. This amount was spent on completing some paving and road based works to make safe the front entrance to the school buildings. This work needed to be completed to make the grounds safe and had to be funded from school reserves as the project was not going to be funded by the Department.

The school also has a Kindergarten running on the school grounds which is funded from the Department but does not come through the Student Resource Package.

Sources of funding the school received:

Equity – The school did receive Equity funding via both Cash and Credit. This was received from the Department of Education & Training through the Student Resource Package.

Outside School Hours Care – Australian Government – Department of Education and Training and the local school community who used the facility.

Special Grants – KIS STA Funding for the Kindergarten, received from Uniting (Victoria / Tasmania).

Local Government Grants – Wodonga Council for Walk to School Program.

Locally Raised Funds – Received from the school community for optional extras and the Kindergarten program fees. Also we received a grant from Gateway Health to run the Y-safe program.

Fundraising – Fundraising activities during the year saw funds raised by the whole school and the Parents and Friends association of the school.

## Wodonga West Primary School (4814)

Additional State or Commonwealth Funding the school received beyond SRP:

- Early Childhood Development Grants – Funding received from the Department of Education and Training for the running of the onsite Kindergarten.
- Formative Assessment Professional Development – Victorian Curriculum & Assessment Authority.

**For more detailed information regarding our school please visit our website at**  
<http://www.wodongawestps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 220 students were enrolled at this school in 2018, 108 female and 112 male.

11 percent of students had English as an additional language and 15 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	77.8	85.1	78.3	91.6

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	58.6	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	72.1	90.1	82.6	95.3	Similar
Mathematics	69.6	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	69.0	76.5	62.0	89.2	Higher
Year 3	Numeracy (latest year)	53.3	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	47.4	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	19.0	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	55.6	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	41.8	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	46.0	61.2	47.0	75.5	Higher
Year 5	Numeracy (4 year average)	32.6	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	33.3	50.0	16.7
Numeracy	44.4	55.6	0.0
Writing	50.0	44.4	5.6
Spelling	11.8	64.7	23.5
Grammar and Punctuation	47.1	47.1	5.9

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	22.5	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	19.8	15.2	13.2	17.8	Similar

## Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	85	91	89	90	85	86

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	66.4	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	73.9	81.7	73.8	88.7	Similar

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	65.3	81.2	72.2	90.3	Lower
<b>Percent endorsement (2 year average)</b>	69.7	81.8	73.7	89.7	Lower



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$2,112,400
Government Provided DET Grants	\$718,646
Government Grants Commonwealth	\$30,696
Government Grants State	\$1,450
Revenue Other	\$27,375
Locally Raised Funds	\$87,312
<b>Total Operating Revenue</b>	<b>\$2,977,878</b>
Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$535,742
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$535,742</b>
Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,016,528
Adjustments	\$0
Books & Publications	\$683
Communication Costs	\$20,432
Consumables	\$104,441
Miscellaneous Expense <sup>3</sup>	\$64,266
Professional Development	\$16,588
Property and Equipment Services	\$134,846
Salaries & Allowances <sup>4</sup>	\$362,497
Trading & Fundraising	\$27,886
Travel & Subsistence	\$0
Utilities	\$30,072
<b>Total Operating Expenditure</b>	<b>\$2,778,238</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$199,640</b>
<b>Asset Acquisitions</b>	<b>\$35,100</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$520,770
Official Account	\$32,103
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$552,873</b>

Financial Commitments	Actual
Operating Reserve	\$117,672
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,922
Funds Received in Advance	\$0
School Based Programs	\$250,300
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$40,000
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$493,894</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The 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').