

# 2019 Annual Report to The School Community



**School Name: Wandin North Primary School (3892)**



- 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 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 21 April 2020 at 03:56 PM by Paul Bailey (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 22 April 2020 at 09:34 AM by Craig McEvoy (School Council President)

## About Our School

### School context

Wandin North Primary school is a medium sized school of 320 students located 50km east of Melbourne. The school is nestled in a bushland environment and first opened its doors in 1915. To support students our staffing is made up of 1 Principal, 1 Assistant Principal, 15 classroom teachers, 3 specialist, 5 Education Support and 2 Administration staff. Our School values are based on high expectations- Aim High, Respect- to self and others, organisation- Be Organised and resilience- Bounce Forward. Values are strongly supported by teachers who use agreed whole school language to affirm positive choices and consistent consequences for negative behaviour. Our school culture results in academic growth and personal wellbeing. A strong partnership between home and school exists with a very high level of parent participation and involvement in the school community. At all times a positive attitude to learning is fostered by recognising and rewarding effort, attitudes and behaviour. Student Learning Outcomes are consistently strong, with an emphasis on agreed whole school approaches. Deepening teacher capacity to analyse and use student-learning data to drive planning has continued to be a focus. Student growth is strongly monitored and is evidenced by Individual Learning Plans, intervention programs, frequency of home/school communication, year level and weekly planning. Teachers differentiate the curriculum to support individual student needs.

### Framework for Improving Student Outcomes (FISO)

**Excellence in Teaching and Learning: Building practice Excellence - Embedding Professional Learning** was collaborative, involving reflection and feedback- To move to excelling, a review of our systematic approach for classroom observation of effective practices and feedback needs to be developed in curriculum areas of Literacy and Numeracy in 2020. Our intention is to focus on the criteria of 'regular' observation/feedback to support both point of need learning in addition to embedding observation/feedback into the improvement cycle and our schools expectations of triangulated evidence used in the PDP process. In 2020 our aim is move to the learning walk approach to evaluate the impact on lesson delivery and planning from the lens of the students.

**Professional Leadership: Building Leadership Teams – Embedding.** To move to Excelling, we recognise that our Leadership team needs to develop a shared understanding of the FISO initiatives and its link to our school vision, values and culture. To achieve excelling we are focused on changing the system of observation, modelling of effective practice and feedback by conducting learning walks through timetabling of Principal Class Learning Specialist, Literacy and Numeracy PLT Leaders with the aim of all teachers participating in learning walks systematically in 2020. Providing appropriate and timely feedback to school leaders is also needed as well as documented shifts in teacher practices as a result of the learning walks.

**Positive Climate for Learning: Empowering students and building school pride- Evolving towards to Embedding.** Explicit student feedback is only sought from years 4-6 via the AToSS. Improved input from students focusing on feedback to teachers and from teachers was a focus for 2019 and will continue into 2020. Teachers were using the AMPLIFY material to improve student voice, agency and leadership in Reading which we will use to meet the excelling criteria of routinely seeking student feedback to inform planning for school improvement. Student Leaders started to lead assemblies in 2019 and continued to present at School Council. Wandin North P.S. has established a Student Voice, Agency and Wellbeing Professional Learning Team to focus on student goal setting and feedback.

**Community Engagement in learning: Global Citizenship- Evolving.** We continued with Global Citizenship as a specialist subject, focused on delivering a globalized curriculum. To meet the evolving criteria, the school celebrated special events to build knowledge and understanding of different cultural and linguistic backgrounds such as Harmony Day and NAIDOC Week. Our school has focused on building its symbolic and curriculum plans with particular focus on indigenous studies in 2019. All staff completed the Cultural Understanding and Safety Training in 2019 and we will be continuing to look at ways of integrating indigenous topics and themes into all areas of the curriculum in 2020.

### Achievement

Wandin North Primary School conducted their School Review in 2019 for the next 4 year period. New targets were set to achieve the School Strategic Plan goals.

Analysis outcomes;

\* Reading, the percentage of Year 3 students achieving in the top 2 bands was 79% however, 49% of Year 5 students achieved in the top 2 bands. Relative growth data from 2017 to 2019 did not meet expected outcomes with 29% of students achieving low growth and 17% of students achieving high growth. Transitional Years 5 to 7 Reading data did not meet expected outcomes with 23% of students achieving high growth.

\* Writing, 86% percent of students achieved in the top 2 bands and 29% of Year 5 students in the top 2 bands. The percentage of students achieving low (23%) and high (26%) relative growth from Years 3 - 5 are meeting expected outcomes however, from years 5 - 7 students are not meeting expected growth targets with 18% of students achieving high growth.

\* Spelling, 72% of Year 3 students achieved in the top 2 bands and 46% of Year 5 students. Relative growth from 3 to 5 did not meet expected targets with 29% of students achieving low growth from years 3-5. Transitional 5 to 7 growth data in Spelling did not meet expected targets with 22% of students achieving high growth.

\* Grammar and Punctuation, not meeting relative 3 to 5 growth outcomes with 34% low growth and 20% high growth however, meeting 5-7 Transitional data with 22% low and 30% high growth.

\* Numeracy, meeting relative growth targets from Years 3 - 5 with 14% low growth and 37% high growth however not meeting Transitional 5-7 growth targets 43% low growth and 14% high growth. Students from years 5 to 7 are maintaining top 2 band achievement with 35%.

Formalised observation and feedback via Principal class, Learning Specialist and Numeracy Leader was established in 2019. This will be a continued focus in 2020 to embed a culture of feedback and reflection to improve teaching practice and student outcomes.

## Engagement

Attendance: We met our target of 12 days absenteeism per student in 2019: Preps averaged 8.8 days, Grade 1/2 averaged 11.1, 3/4 averaged 13.8 and 5/6 averaged 12.3 days. Unapproved absences have reduced. SMS messaging has been highly successful alerting parents to student absence and approvals required.

Attitudes to School Survey: Student Motivation- target 92%, achieved 81% Stimulated Learning- target 85%, achieved 84%. School Connectedness- target 80%, achieved 86%. Learning confidence- target 90%, achieved 96%

Staff Survey: Based on 2019 Staff Survey outcomes the following components of; School Climate- Staff Trust in colleagues (78%), Teacher Collaboration (74%), Teaching and Learning - Practice Improvement, Discuss problems of practice (70%)

Parent Survey: 97% of parents are satisfied with the school overall.

## Wellbeing

Attitudes to school survey: Learner dispositions and social engagement indicators affirm that the majority of students feel they are confident, motivated learners. The % of students NOT experiencing bullying is high. The % of Year 5 students reported being bullied reduced in 2019. The % of student sense of connectedness (86% compared to state 81%), sense of inclusion (91% compared to state 89%) and student voice (75% compared to state 71%) was above state.

Parent Survey: Parents reported their children are very motivated to learn, with a result of student motivation at 88%. Parents are reporting students feel happy and safe at Wandin North.

Positive Psychology: A growth mindset approach to learning is implemented throughout the school through consistent anchor charts and approaches to learning. The completion of professional development based on Jo Boalar's work in 2019 will form a strong foundation for teachers to design challenging Numeracy learning that promotes deep thinking skills. Anecdotally, classrooms are a safe and secure learning environment with mistakes are celebrated and used as a learning opportunity.

## Financial performance and position

A Net Operating Surplus was the result of; increasing enrolments in 2019, 60 Prep enrolments and 34 graduating students. An expert level teacher was granted a second year of approved leave and was replaced by a Graduate teacher. Wandin North's annual fundraiser was again highly successful and the Harvest Market raised \$29,000 in additional funds for our school community. We also received \$500 from the Golden Opportunity Shop that will assist with the purchase of Indigenous Australian artworks and artefacts in 2020 and received \$2,500 from parent run berry sales that was used to purchase planter boxes for our community garden.

Equity funding of \$28 293 was used to fund the Levelled Literacy Intervention program, purchase additional levelled texts for students in years 3-6 and to the employment of a part-time teacher aide who offers additional support to students identified as at risk.

Wandin North Primary School is in a good financial position with Total Funds Available.




**For more detailed information regarding our school please visit our website at**  
[www.wandinnorthps.vic.edu.au](http://www.wandinnorthps.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: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 317 students were enrolled at this school in 2019, 158 female and 159 male.</p> <p>ND were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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

Achievement	Student Outcomes	Similar 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>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="color: yellow;">■</span>            Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p>Above <span style="color: teal;">●</span></p> <p>Above <span style="color: teal;">●</span></p>

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>		Similar School Comparison	
Results for this school: <span style="color: blue; font-weight: bold;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green; font-weight: bold;">◆</span>		<span style="background-color: teal; border-radius: 50%; width: 15px; height: 15px;"></span> Above	<span style="background-color: lightblue; border-radius: 50%; width: 15px; height: 15px;"></span> Similar
		<span style="background-color: blue; border-radius: 50%; width: 15px; height: 15px;"></span> Below	
Achievement	Student Outcomes	Similar 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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Above <span style="background-color: teal; border-radius: 50%; width: 20px; height: 20px;"></span></p> <p>Above <span style="background-color: teal; border-radius: 50%; width: 20px; height: 20px;"></span></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Above <span style="background-color: teal; border-radius: 50%; width: 20px; height: 20px;"></span></p> <p>Above <span style="background-color: teal; border-radius: 50%; width: 20px; height: 20px;"></span></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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>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>29%</td> <td>54%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>49%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>40%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>46%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	54%	17%	Numeracy	14%	49%	37%	Writing	23%	51%	26%	Spelling	29%	40%	31%	Grammar and Punctuation	34%	46%	20%	<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"> <caption>Statewide Distribution of Learning Gain (all domains)</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%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></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>96 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	94 %	95 %	94 %	92 %	92 %	95 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	94 %	95 %	94 %	92 %	92 %	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: ◆ Similar School Comparison Key: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Above</b> <span style="color: teal; font-size: 2em;">●</span></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>Above</b> <span style="color: teal; font-size: 2em;">●</span></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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,482,264	High Yield Investment Account	\$103,061
Government Provided DET Grants	\$250,350	Official Account	\$36,178
Government Grants Commonwealth	\$963	Other Accounts	\$0
Government Grants State	\$23,159	<b>Total Funds Available</b>	<b>\$139,239</b>
Revenue Other	\$7,669		
Locally Raised Funds	\$232,798		
<b>Total Operating Revenue</b>	<b>\$2,997,203</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$28,804		
<b>Equity Total</b>	<b>\$28,804</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,260,364	Operating Reserve	\$70,993
Books & Publications	\$10,105	Funds Received in Advance	\$38,218
Communication Costs	\$2,176	Capital - Buildings/Grounds < 12 months	\$25,000
Consumables	\$73,352	Maintenance - Buildings/Grounds < 12 months	\$20,000
Miscellaneous Expense <sup>3</sup>	\$193,964	<b>Total Financial Commitments</b>	<b>\$154,211</b>
Professional Development	\$9,742		
Property and Equipment Services	\$69,348		
Salaries & Allowances <sup>4</sup>	\$42,954		
Trading & Fundraising	\$34,019		
Utilities	\$19,759		
<b>Total Operating Expenditure</b>	<b>\$2,715,783</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$281,420</b>		
<b>Asset Acquisitions</b>	<b>\$16,579</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 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)

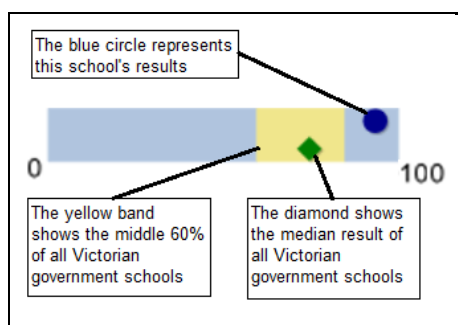
### Engagement

- 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).

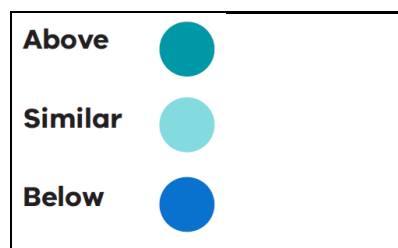


## What does *School Comparison* refer to?

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').