**2022 Annual Report to the School Community**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 of the previous calendar year 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 08 March 2023 at 02:17 PM by Paul Bailey (Principal) |  |  | | --- | | * This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community | | Attested on 29 March 2023 at 01:02 PM by Craig McEvoy (School Council President) | |

School Name: Wandin North Primary School (3892)

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

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 ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

**Learning**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

**Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

* Sense of Connectedness
* Management of Bullying

**Engagement**

* Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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’).

**About Our School**

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| **School context** |
| Wandin North Primary school is a medium sized school of 322 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, 4 Education Support and 2 Administration staff. Our School Vision is A Community of Learners, Achieving Together. 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. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| Wandin North Primary School transitioned back to onsite learning 2022. Our curriculum delivery consisted of structured, consistent and deliberate practice. The school provided a continuous reporting model that strengthen the connection between school and home via Compass. This allowed parents to be up to date with their child's achievement and learning expectations as well as an avenue to discuss concerns they may have regarding their child's learning. NAPLAN Analysis outcomes; Relative growth and transitional data was not evident due to NAPLAN not being completed in 2020 \* Reading, the percentage of Year 3 students achieving in the top 2 bands was 57% and 59% of Year 5 students achieved in the top 2 bands. \* Writing, 84% percent of students achieved in the top 2 bands and 32% of Year 5 students in the top 2 bands. In 2021, Wandin North Primary School participated in Writing professional learning by Misty Adoniou. We continued our shifts in practices in 2022. We have witnessed increased engagement from students in Writing  increased NAPLAN in Year 5 (13% to 32% in top 2 bands) results. \* Spelling, 63% of Year 3 students achieved in the top 2 bands and 44% of Year 5 students. \* Grammar and Punctuation, 70% of Year 3 students achieved in the top 2 bands and 44% of Year 5 achieved top 2 bands \*Numeracy, 54% of Year 3 students achieved in the top 2 bands and 37% of Year 5 students achieved top 2 bands. All NAPLAN top 2 band results exceeded State, Network and Similar school results. |
| Wellbeing |
| Attitudes to school survey: Learner dispositions and social engagement indicators affirm that the majority of students feel they are confident, motivated learners with average positive responses being 88% (attitude to attendance 91%, motivation and interest 83%, perseverance 88%, self regulation and goal setting 90% and sense of confidence 90%). The % of students NOT experiencing bullying is high 88%. The % of student sense of connectedness (86% compared to state 78%), sense of inclusion (92% compared to state 87%) and student voice (80% compared to state 65%) was above state. Parent Survey: Parents reported their children are very motivated to learn, with a result of student motivation at 91%. Parents are reporting students feel happy and safe at Wandin North at 88%. The addition of a speech pathologist at Wandin North has been beneficial for students, staff and parents. Our speech pathologist has work with families when completing assessments and therapy sessions. In 2022, we formalised lunch time clubs. Our specialist school leaders worked the specialist teacher to development plans for students in Prep to 2 and year 3 to 6. Students continued to run informal clubs throughout 2022 for example sport club and dancing. |
| Engagement |
| Attendance: We did not meet our target of 12 days absenteeism average per student in 2022, 46% of students had 20 days or more absent from school. A high percentage of absent students was due to family holidays and illness. The staff at Wandin North worked in partnership with families to give them insight into their child's learning through a continuous reporting model via Compass. Parents received regular work samples and assessment against the Victorian Curriculum to have a clearer understanding of their child's progress and future learning goals. As a school our aim is to keep a strong connection between school and home. A second year of using Compass in 2022 has made communication easier for teachers and parents. Attitudes to School Survey: Student Motivation- target 90%, achieved 83% Stimulated Learning- target 90%, achieved 84%. School Connectedness- target 80%, achieved 86%. Learning confidence- target 90%, achieved 90% Staff Survey: Based on 2022 Staff Survey outcomes the following components of; School Climate- Staff Trust in colleagues (71%), Teacher Collaboration (62%), Teaching and Learning - Practice Improvement, Discuss problems of practice (60%) Parent Survey: 94% of parents are satisfied with the school overall. |
| **Other highlights from the school year** |
| The students at Wandin North engaged in all extra curricular activities. Our Year 5 and 6 students experienced camp at Phillip Island, Year 3 and 4 travelled to Sovereign Hill, Year 2 students had their camp at Gundiwindi Lodge, Year 1 students participated in an overnight sleep out at school and our Foundation students enjoyed a Little Night In at school. Our school community came together for our annual Harvest Market. Harvest Market is a great community event that includes school and community stalls. Our students participated in inter school athletics, cross country, round robin sports days, orienteering, tabloid sports days and sporting clinics at school. Our Sports Captains led our Twilight Sports events and our Open Night was a huge success. Wandin North primary School has continued it's strong relationship with the Rotary Club of Wandin. |
| **Financial performance** |
| Wandin North’s annual fundraiser was again highly successful and the Harvest Market raised $38,000 in additional funds for our school community. We also received $22,555.97 from the Department of Education to complete bushfire preparedness works. These works were completed at the end of 2022 which included the removal of trees and stumps around our shelter in place building. We also purchased equipment to help maintain the school grounds, cleaning of gutters and grounds maintenance. Equity funding of $25 279.13 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 used its Tier 2 disability inclusion funding to employ a speech pathologist 2 days a week and full time teachers aid to work in the Junior school. 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**](file:///C:\Users\08839813\Downloads\www.wandinnorthps.vic.edu.au) |

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 322 students were enrolled at this school in 2022, 159 female and 163 male.

NDP percent of students had English as an additional language and NDP 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).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage, a ‘High’ band represents a high level of socio-educational disadvantage.

This school’s SFOE band value is: Low - Medium

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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 92.6% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 82.1% |
| State average (primary schools): | 73.4% |

LEARNING

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

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| **English**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 93.1% |
| Similar Schools average: | 85.2% |
| State average: | 87.0% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 96.0% |
| Similar Schools average: | 84.8% |
| State average: | 85.9% |

LEARNING (continued)

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

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| **Reading**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 83.3% | 90.6% |
| Similar Schools average: | 71.9% | 72.1% |
| State average: | 76.6% | 76.6% |

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| **Reading**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 82.9% | 81.7% |
| Similar Schools average: | 66.7% | 65.4% |
| State average: | 70.2% | 69.5% |

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| **Numeracy**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 79.6% | 86.6% |
| Similar Schools average: | 58.8% | 62.7% |
| State average: | 64.0% | 66.6% |

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| **Numeracy**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 73.2% | 79.3% |
| Similar Schools average: | 45.3% | 51.8% |
| State average: | 54.2% | 58.8% |

WELLBEING

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

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

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 86.3% | 84.4% |
| Similar Schools average: | 75.2% | 76.8% |
| State average: | 78.1% | 79.5% |

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

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 87.2% | 85.2% |
| Similar Schools average: | 74.8% | 77.0% |
| State average: | 75.8% | 78.3% |

ENGAGEMENT

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

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| **Student Absence**  **Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 21.3 | 12.2 |
| Similar Schools average: | 24.1 | 17.6 |
| State average: | 23.3 | 17.0 |

**Attendance Rate (latest year)**

Attendance rate refers to the average proportion of formal school days students in each year level attended.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 91% | 89% | 89% | 88% | 90% | 90% | 88% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,994,446 |
| Government Provided DET Grants | $279,853 |
| Government Grants Commonwealth | $2,900 |
| Government Grants State | $2,500 |
| Revenue Other | $7,515 |
| Locally Raised Funds | $234,512 |
| Capital Grants | $25,000 |
| Total Operating Revenue | **$3,546,725** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $26,041 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$26,041** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,691,095 |
| Adjustments | $0 |
| Books & Publications | $7,979 |
| Camps/Excursions/Activities | $100,199 |
| Communication Costs | $2,729 |
| Consumables | $69,194 |
| Miscellaneous Expense 3 | $29,806 |
| Professional Development | $11,518 |
| Equipment/Maintenance/Hire | $39,889 |
| Property Services | $78,399 |
| Salaries & Allowances 4 | $34,941 |
| Support Services | $160,610 |
| Trading & Fundraising | $19,285 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $17,230 |
| Total Operating Expenditure | **$3,262,874** |
| Net Operating Surplus/-Deficit | **$258,851** |
| Asset Acquisitions | **$58,759** |

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 25 Feb 2023 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $163,723 |
| Official Account | $13,280 |
| Other Accounts | $0 |
| Total Funds Available | **$177,003** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $83,442 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $33,893 |
| School Based Programs | $15,674 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $30,000 |
| Maintenance - Buildings/Grounds < 12 months | $4,334 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$167,343** |

*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.*