

2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 22 March 2024 at 12:45 PM by Paul Bailey (Principal)

- This 2023 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 26 April 2024 at 03:55 PM by Craig McEvoy (School Council President)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Wandin North Primary School is a medium-sized school of 319 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 profile is 1 Principal, 1 Assistant Principal, 15 Classroom teacher, 4 Specialists, 5 Education support and 2 Administration staff.

Our strong culture is built from our vision, 'A Community of Learners, Achieving Together'. Our school values are: 'Aim High' - high expectations, 'Show Respect' - to self and others, 'Be Organised' - show initiative and organisation and 'Bounce Forward' - resilience. Our values are strongly supported by teachers who use agreed whole 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 whole school data tracking systems, individual learning plans for support and extension, intervention programs, frequency of home/school communication, year level meetings and weekly planning. Teachers differentiate the curriculum in an inclusive way through personal learning goals that support individual student needs.

Progress towards strategic goals, student outcomes and student engagement

Learning

Wandin North Primary School completed their 4 year review cycle in Term 3 of 2023. The below goal is from the 2019 - 2023 review period.

FISO 2.0 domain - Achievement - maximise the learning growth for all students.

Wandin North Primary School was recognised in the top 5 schools in the Outer East Region for NAPLAN in achievement in 2023.

Wandin North Primary School outperformed State and Similar School proficiency levels in exceeding or strong. Wandin North PS 5% of less of students requiring additional support.

Reading: WNPS Year 3 students achieved 73%, State 70% and Similar Schools 65%. WNPS Year 5 students achieved 82%, State 77% and Similar Schools 72%.

Writing: WNPS Year 3 students achieved 95%, State 78% and Similar Schools 76%. WNPS Year 5 students achieved 83%, State 75% and Similar Schools 68%.

Spelling: WNPS Year 3 students achieved 73%, State 61% and Similar Schools 53%. WNPS Year 5 students achieved 82%, State 70% and Similar Schools 59%.

G&P: WNPS Year 3 students achieved 59%, State 56% and Similar Schools 49%. WNPS Year 5 students achieved 71%, State 64% and Similar Schools 56%.

Numeracy: WNPS Year 3 students achieved 76%, State 67% and Similar Schools 64%. WNPS Year 5 students achieved 78%, State 68% and Similar Schools 60%.

Student Learning Outcomes/Teacher Judgements: The percentage of students Prep-6, achieving higher than expected in Literacy and Numeracy based on teacher judgements, is above comparative schools. Our focus is to maintain or improve the SLO of the previous year in addition to timely identification and closing of any learning gaps for at risk/underperforming students.

Wellbeing

In 2023, Wandin North Primary School started its' partnership with The Resilience Project. The Resilience Project Foci of gratitude, empathy and mindfulness compliments our whole school approaches to resilience and wellbeing. All classes had designated time in their timetable to deliver the material. The students were able to articulate the key learnings for the concepts taught to staff and peers and we provided relevant resources to families via Compass and newsletters. We will continue our partnership with The Resilience Project.

In 2023, Wandin North Primary School formalised a student voice, agency, wellbeing and leadership leader. Their role was to monitor AtoSS data and school survey data. From the data, it was evident the students felt they had a trusted adult, however, more

avenues to share how students were feeling was needed. Our SVAWL leader worked closely with classroom teachers to build upon existing strategies to provide more opportunities for students share their emotions and level of wellbeing in age appropriate methods in Term 4 in 2023. This practice will become a whole school approach in 2024.

Our Attitude to School Survey indicate our students feel connected and safe at school. 88% of Grades 4 - 6 students feel connected to their peers, 79% of Grade 4 - 6 students feel their teacher empathises with them and 79% of Grade 4-6 students responded positively to the management of bullying.

Our speech pathologist increased their working days from 2 to 3 to help with the development of the Department of Education disability and inclusion profiles. Principal class and speech pathologist worked closely with parents to formalise external specialist recommendations and translate them into classroom practice.

Engagement

Wandin North Primary School completed their 4 year review cycle in Term 3 of 2023. The below goal is from the 2019 - 2023 review period.

FISO 2.0 domain - Engagement - empower students as engaged learners and leaders.

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 third year of using Compass in 2023 has made communication easier for teachers and parents.

Wandin North Primary School refined its learning goal development for students in 2023. Professional learning was conducted by our Assistant Principal and Literacy Leader to develop an instruction model that promotes student collaboration and increased agency for the students. Student learning goals demonstrate clear learning progressions to enable the students to have agency in their chosen goals with scaffolded support from the classroom teacher.

Achievement data

Attitudes to School Survey:

Student Motivation- achieved 77%

Stimulated Learning- achieved 81%

School Connectedness- achieved 84%

Learning confidence- achieved 85%

Staff Survey:

School Climate - Staff Trust in colleagues, 74% positive endorsement, Teacher Collaboration 72% positive endorsement

Teaching and Learning - Practice Improvement and Discuss problems of practice, 59% positive endorsement

Parent Survey:

100% of parents are satisfied with the school overall.

Other highlights from the school year

Wandin North started a whole school sustainability program in 2023. Students participated in the program for a hour a week. The program consists of students growing, harvesting and cooking from our newly constructed veggie garden. Students increased their knowledge of the biodiversity of the school grounds and worked closely with not for profit organisations to support local endangered species. Wandin North Primary School is now a Resource Smart School.

The students at Wandin North engaged in all extra curricular activities in 2023.

Our Year 5 and 6 students experienced camp at Howqua, Year 3 and 4 travelled to YMCA in Mt Evelyn, 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, hoop time 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.

Wandin North Primary School had the completion of its shelter over the assembly area in Term 3, 2023. This had been a long time in waiting after being successful obtaining a minor capital works grant. Wandin North also had their student toilets refurbished.

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 \$180,000 from a Minor Capital Works grant that we were successful in securing in 2020. The money from the Minor Capital Work grant was used to complete our shelter over the assembly area. We 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, 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 3 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

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 316 students were enrolled at this school in 2023, 147 female and 169 male.

NDP percent of students had English as an additional language and 1 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).

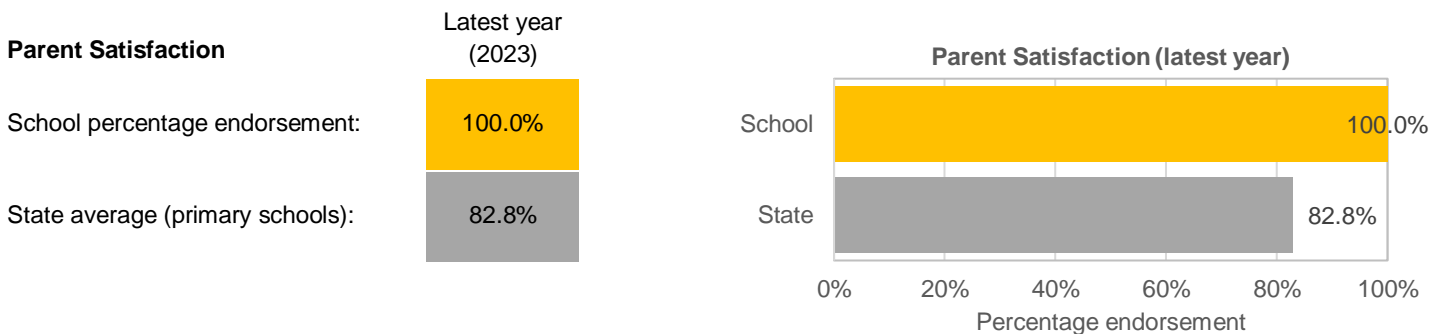
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

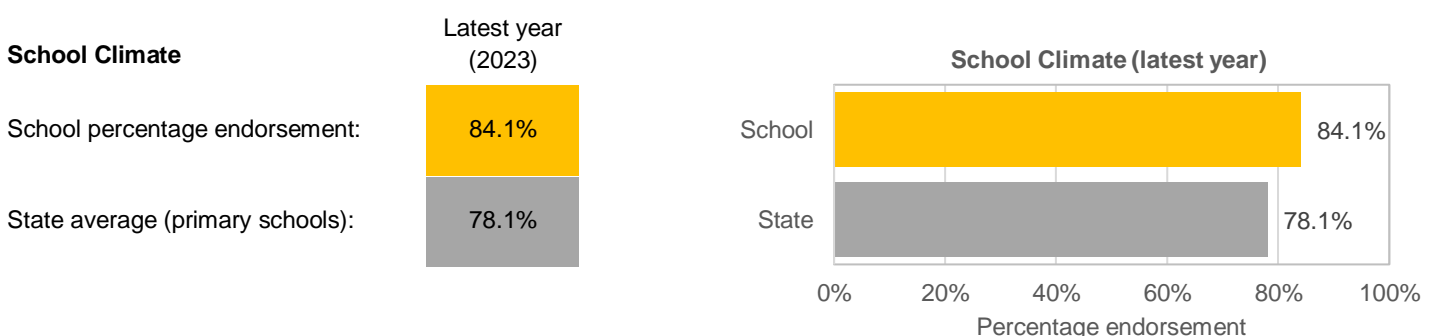


School Staff Survey

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.



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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

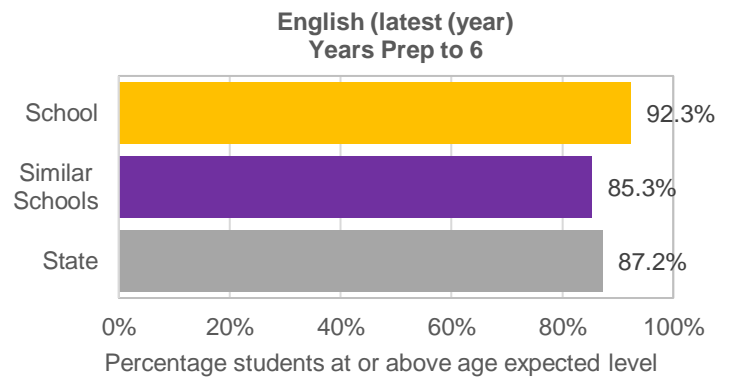
92.3%

Similar Schools average:

85.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

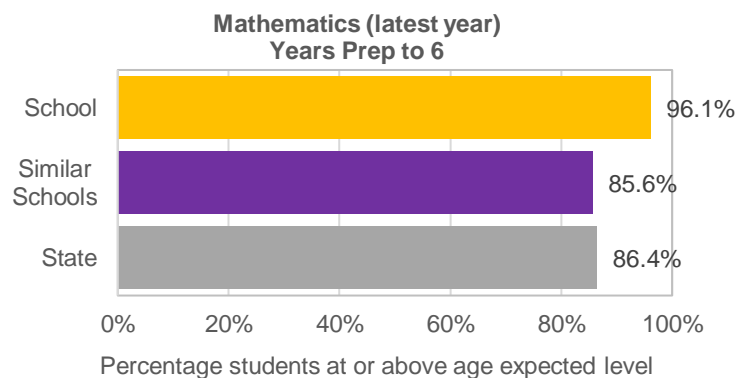
96.1%

Similar Schools average:

85.6%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.0%

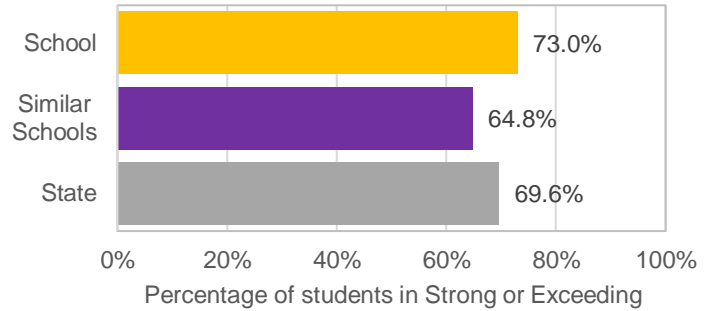
Similar Schools average:

64.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.5%

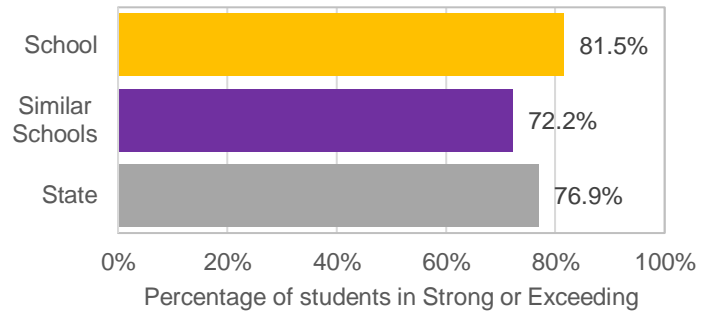
Similar Schools average:

72.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.7%

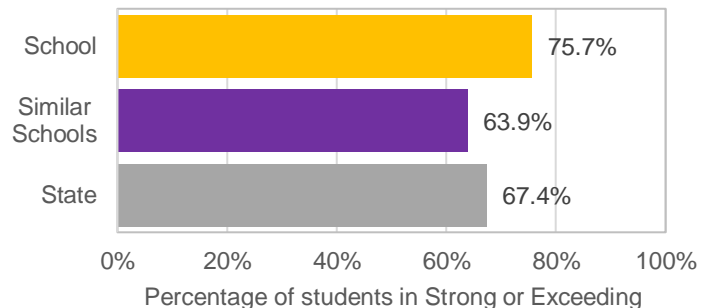
Similar Schools average:

63.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.5%

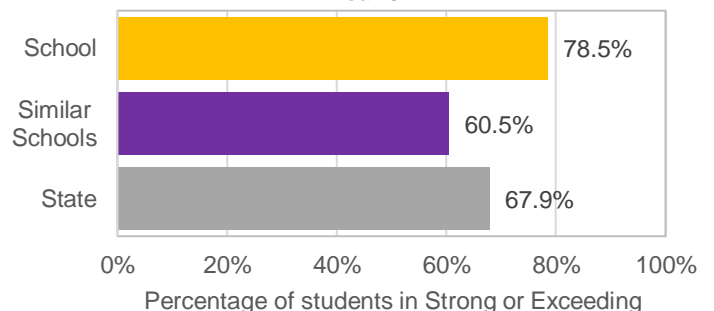
Similar Schools average:

60.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

83.3%

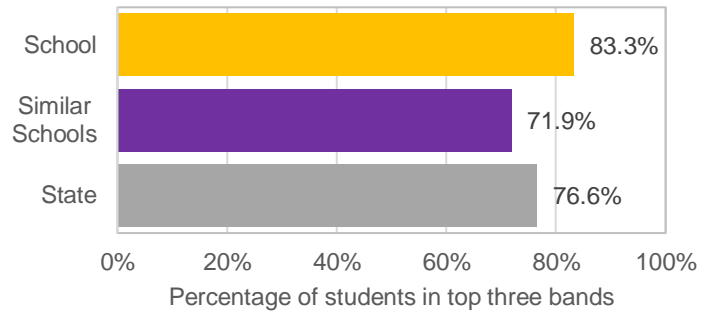
Similar Schools average:

71.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

82.9%

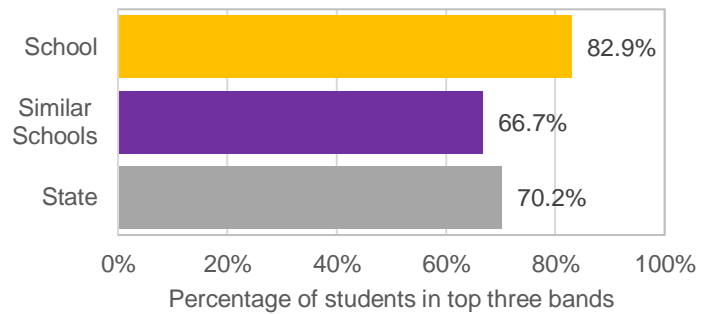
Similar Schools average:

66.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

79.6%

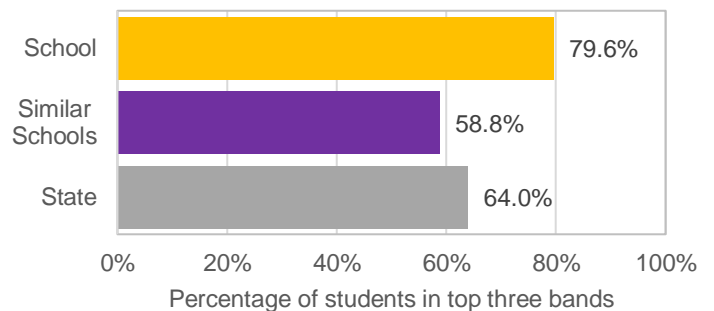
Similar Schools average:

58.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

73.2%

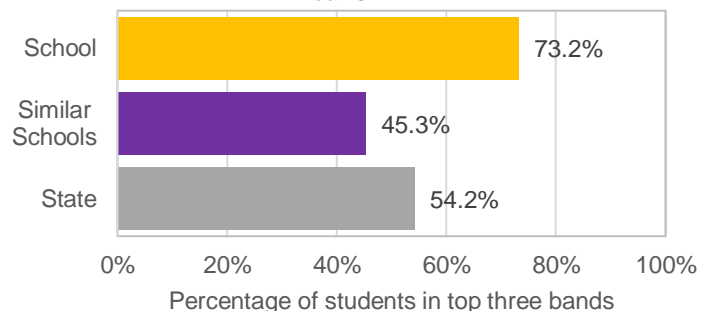
Similar Schools average:

45.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

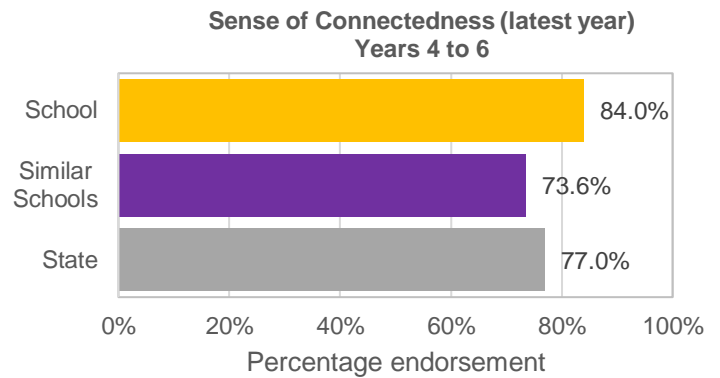
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	84.0%	83.8%
Similar Schools average:	73.6%	75.6%
State average:	77.0%	78.5%

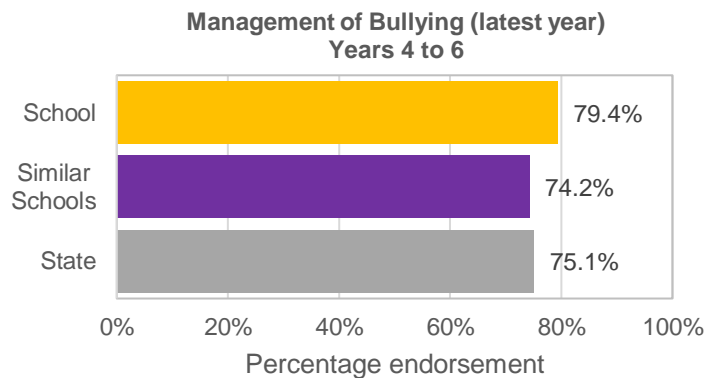


Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	79.4%	82.9%
Similar Schools average:	74.2%	75.9%
State average:	75.1%	76.9%



ENGAGEMENT

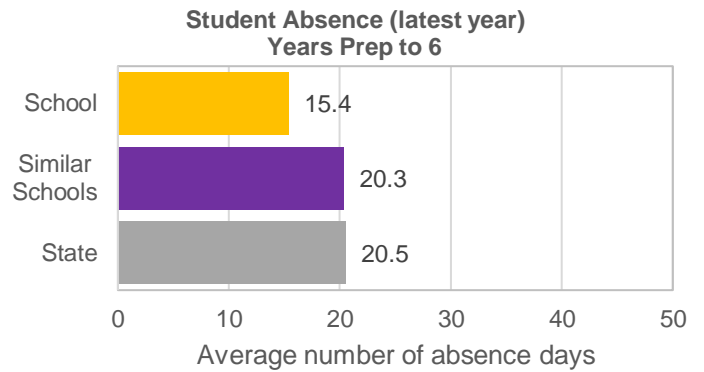
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	15.4	13.1
Similar Schools average:	20.3	18.7
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	93%	93%	92%	92%	91%	93%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,172,247
Government Provided DET Grants	\$324,565
Government Grants Commonwealth	\$6,543
Government Grants State	\$0
Revenue Other	\$14,570
Locally Raised Funds	\$315,857
Capital Grants	\$189,505
Total Operating Revenue	\$4,023,287

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,446
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,446

Expenditure	Actual
Student Resource Package ²	\$2,942,671
Adjustments	\$0
Books & Publications	\$7,036
Camps/Excursions/Activities	\$142,864
Communication Costs	\$2,033
Consumables	\$76,799
Miscellaneous Expense ³	\$19,235
Professional Development	\$10,257
Equipment/Maintenance/Hire	\$36,385
Property Services	\$44,967
Salaries & Allowances ⁴	\$17,858
Support Services	\$119,929
Trading & Fundraising	\$19,456
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,703
Total Operating Expenditure	\$3,453,193
Net Operating Surplus/-Deficit	\$380,588
Asset Acquisitions	\$255,000

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$227,595
Official Account	\$28,713
Other Accounts	\$0
Total Funds Available	\$256,309

Financial Commitments	Actual
Operating Reserve	\$78,380
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$32,095
School Based Programs	\$12,900
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$19,735
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$143,110

All funds received from the Department of Education, 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.