

## 2014 Annual Report to the School Community

Wedge Park Primary School

School Number: 5206



Name of School Principal: Doreen Montgomery

Name of School Council President: Elizabeth Schneider

Date of Endorsement: March 18<sup>th</sup> 2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Wedge Park Primary School is situated in West Melton and has a current student population of 722. We adhere to a strict enrolment boundary. There are a lot of developing housing estates west of the school which contributes to our growing numbers.

We pride ourselves on being a well organised and well managed school that is strategic in its thinking, planning and implementation of curriculum programs. The school has a straight grade structure comprising of the following workforce composition: 2 Principal Class, 4 Leading Teachers (Teaching and Learning Coaches), and 46 Classroom teachers (of these 13 staff are on a time fraction reduction) and 17 ES staff.

We have 28 students on the Program for Students with Disability. They are all supported by an individual learning plan. Student support meetings are held every term whereby goals are reviewed and written to meet the individual student needs. The school has 99 students on the English as an Additional Language (EAL) program; they are supported by the classroom teacher and the EAL teacher. We have 31 Koorie students some of which receive additional support from the EYLNKP (Early Years Literacy Numeracy Koorie Program). All students have an individual learning plan.

At Wedge Park Primary School, we believe that all students have a right to learn in a safe and friendly environment that meets their academic and social needs. We ensure that there is a continuous and robust curriculum across the school to meet the needs of our students. Wedge Park Primary School has established a positive learning environment to enable students to 'Learn with Pride'. We continually promote our school values of: REACH (Respect, Educate, Aspire, Co-operate with Honesty). The school runs a Coping for Success program to assist students with dyslexia or dyslexic tendencies. Grade 6 students choose elective specialist areas to attend for 2 hours during the week. We have found that the Grade 6 students are a lot more settled in the specialist areas because this caters for their individual learning styles.

All staff work hard to ensure that every student attends every day. The school's Wellbeing Officer manages the attendance data and our teachers call parents after the first day of absence without notification. We adhere to the government's new attendance and enrolment procedures of 'Everyday Counts'.

All members of staff at Wedge Park Primary School actively work to develop our Professional Learning Team (PLT) capacity to provide the best possible education for all our students. As a result of our PLTs we have developed a consistent and coherent whole-school approach to the teaching of all curriculum areas.

The School Performance Summary report indicates that the school is performing at a similar level to other schools in Year 3 and Year 5 NAPLAN; this is an increase from last year. The report indicates that we are lower in English (Teacher Assessments). All Program for Students with a Disability students, showed progress at satisfactory or above, in achieving their individual goals.

**Achievement**

Wedge Park PS is performing at a similar level to other schools in Mathematics but not in English as indicated in the Government School Performance Summary 2014 for Teacher Assessments.

Results in NAPLAN for Wedge Park have increased overall. NAPLAN results in Year 3 for Reading and for Numeracy are at state level when compared to other schools. NAPLAN results in Year 5 for Reading and Numeracy are also at state level. We are similar when compared to other schools.

We are working to continuously improve our teaching of English and Mathematics across the school. Our teachers regularly work with our school based coaches to continually develop their teaching skills to improve outcomes for students. Teachers focus on student data and teaching strategies during their PLT meeting time.

Our focused school improvement journey during 2014 has been on a greater emphasis in the area of improving teacher assessments against AusVELS, through Professional Learning Teams and moderation of results. This will continue during 2015 as our student results have improved indicated by the Government School Performance Summary.

Our NAPLAN Relative growth data illustrates good performance in all areas. The school will continue to work towards growth in all other areas.

**Engagement**

Wedge Park PS is performing well in terms of student engagement. Our student attendance record is at a similar level to all other schools as indicated in this report. All cohorts apart from Grade 5 (91%) are at 93% or higher.

Common reasons for nonattendance include illness and parent choice. The school worked hard with approximately 2-3 families during 2014 that exhibited high truancy throughout the year. Our focus this year is to continue to increase the attendance rate and have as many students attend school 100% as possible. The school began enforcing the Government's New Attendance and Enrolment procedures – Everyday Counts with great success.

The school employs a Wellbeing officer that manages the attendance data. Teachers are required to phone families if a child is absent on the first day without notification. High attendance is celebrated at whole school assemblies with class and individual achievement recognised. The school's camping and excursion policy requires students to have an attendance rate of 85% or higher. Wedge Park Primary School will continue to use a variety of strategies to have students attend school every day.

## Wellbeing

Wedge Park PS is performing well in terms of student wellbeing. All our staff are briefed and taught to build relationships with the students and their parents. We believe this is as crucial as teaching the students in literacy and numeracy.

Our student's enjoyment of school and sense of belonging (Connectedness to School) is slightly below the Attitudes to School Survey state mean. We will continue to improve student wellbeing by encouraging student centered learning through our inquiry approach to the curriculum.

All students have a Goals For All book so that they can focus their learning towards achieving their goals.

In 2014 Grade 6 students had the chance to choose an elective specialist area to attend 2 hours per week. The Grade 5 and 6 students have continued to choose their School Captains, House Captains and Junior School Councilors.

Our school's Wellbeing Policy provides a consistent approach to behaviour strategies within the school while using You Can Do It! as the underlining program. As a school community we operate on strong and consistent values that underpin our social interactions, expectations and behaviours. Individual students are given REACH awards at our assemblies.

## Productivity

Wedge Park PS is unique in that the students can access Music, Art, PE, Science and Mandarin during the course of their education. The Grade 6 students choose two elective specialist areas to attend 2 hours per week.

The school assists students with dyslexia or dyslexic tendencies by employing a specialist teacher to work with students to develop coping strategies. The school employs extra ES staff to support students with other additional needs. Alternative programs occur with great ES support such as; School Farm, Recycling program etc. Wedge Park employs a Speech Therapist to assess and give therapy to students on a needs basis.

The school has 31 straight grade classrooms with an average size of 23 students. Space is limited in the school, as every teaching space is used. The timetable supports the specialist program with staff receiving feedback from Leading Teachers within the timetable.

The school has 4 Leading Teachers and 1 Assistant Principal that visit classrooms, they observe and model teaching in the class. They also make time with the timetable to give structured feedback to staff members.

Wedge Park annually trains parent helpers for the classroom. We have a number of parents that help regularly in the classroom, library, on school excursions and camps. All parent helpers have a Working With Children Check.

School facilities are impressive. Buildings and grounds are well maintained by the school's maintenance team, employed by School Council. The outdoor play equipment for the Junior and Senior students is less than 3 years old; students have 2 large astroturf surfaces and a large oval to play on. Facilities are complimented by a large gymnasium with a fully equipped stage for our performances and a library.

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

### School Profile

#### School Enrolments

A total of 730 students were enrolled at this school in 2014, 362 female and 368 male.

<p><b>Overall socio-economic profile</b></p> <p>Based on the school's Student Family Occupation index which takes into account parents' occupations.</p>	
<p><b>Proportion of students with English as a second language.</b></p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on school climate derived from the annual <i>School Staff survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:   
 Result for this school:  Median of all Victorian government schools:

Achievement	Student Outcomes	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>51%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>50%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>38%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>61%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	51%	19%	Numeracy	27%	50%	23%	Writing	41%	38%	21%	Spelling	23%	51%	26%	Grammar and Punctuation	28%	61%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="566 824 1037 918"> <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>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	92 %	92 %	91 %	93 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	92 %	92 %	91 %	93 %										

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Lower</p>

# How to read the Performance Summary

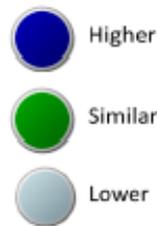
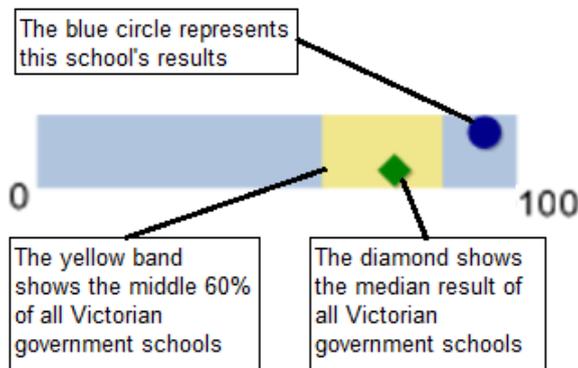
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

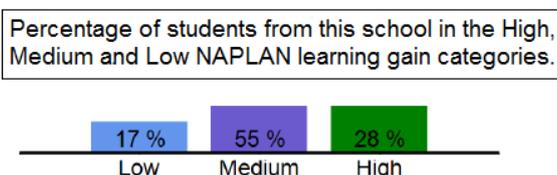
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$4,550,042
Government Provided DE&T Grants	\$1,059,570
Government Grants Commonwealth	\$9,553
Government Grants State	\$16,096
Revenue Other	\$15,911
Locally Raised Funds	\$275,182
<b>Total Operating Revenue</b>	<b>\$5,926,353</b>

Funds Available	Actual
High Yield Investment Account	\$806,565
Official Account	\$9,114
<b>Total Funds Available</b>	<b>\$815,679</b>

Expenditure	
Student Resource Package	\$4,505,041
Books & Publications	\$9,239
Communication Costs	\$12,378
Consumables	\$129,002
Miscellaneous Expense	\$127,116
Professional Development	\$41,163
Property and Equipment Services	\$341,058
Salaries & Allowances	\$160,747
Trading & Fundraising	\$37,752
Travel & Subsistence	\$189
Utilities	\$43,587

Financial Commitments	
Operating Reserve	\$123,220
Asset/Equipment Replacement < 12 months	\$70,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$150,000
Revenue Received in Advance	\$32,945
School Based Programs	\$6,004
Region/Network/Cluster Funds	\$186,010
Asset/Equipment Replacement > 12 months	\$100,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$147,500
<b>Total Financial Commitments</b>	<b>\$815,679</b>

**Total Operating Expenditure** **\$5,407,271**

**Net Operating Surplus/-Deficit** **\$519,082**

**Asset Acquisitions** **\$0**

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

Wedge Park Primary School is operating on the surplus of \$815, 679. \$186, 000 is Arnold's Creek PS money held while they were being established. We manage our budgets and staffing at a sustainable level which leads the school to be in surplus. We have a reasonable collection rate of voluntary fees which contribute to our revenue. The school always spends funds from multiple income sources in the year they have been received, to maximise their benefits to all students of that school year.