

# 2018 Annual Report to The School Community



School Name: Wedge Park Primary School (5206)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 April 2019 at 02:27 PM by Paul Schwartz  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 April 2019 at 03:31 PM by Megan Snelgrove  
(School Council President)

## About Our School

### School context

Wedge Park Primary School is situated in West Melton and has a current student population of 876 students. The Student Family Occupation (SFO) density 0.6466, and caters for students from diverse family groups. We adhere to a strict enrolment boundary. Several new developing housing estates west of the school contribute to our growing numbers.

Our vision for Wedge park Primary School is:

As a school community, we create an environment where every student matters and every moment counts.

We aim to:

- Ensure high quality teaching through professional learning, feedback, teamwork, collegiate support and communication.
- Respect and develop the unique and individual strengths, talents and needs of every student through fostering a positive growth mindset.
- Develop every students Literacy, Numeracy and 21st century skills to enable students to be successful in a changing world.
- Create a positive environment where everyone is encouraged to grow academically, socially, emotionally, physically and creatively to their full potential whilst demonstrating the core values of the school: Responsible, Respectful, Learners.
- Welcome community involvement through an open, supportive and consultative environment where contributions are valued.

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: 3 Principal Class, 4 Leading Teachers (Teaching and Learning Coaches), 47 Classroom teachers and 20 Education Support (ES) staff.

At Wedge Park Primary School, we ensure that the Student Attendance policy is enforced and students with major school absences are followed up. We encourage and praise students at Monthly assemblies in regards to attendance at school. Every year information is clearly conveyed to parents that it is their obligation to inform the school of the reason for a student's absence. Parents will be encouraged to notify the school in advance of any absence, where practicable. Parents of students will contact the school via the absence phone line or FlexiBuzz.

### Framework for Improving Student Outcomes (FISO)

The Education State is a broad-based reform agenda that sets ambitious targets for the Victorian education system over ten years - through the Department of Education and Training (DET) - in the target areas of learning for life; happy, healthy and resilient kids; breaking the link; and building pride and confidence in our schools. These targets will only be achieved through tangible practice change at every level of the education system – by every teacher in every classroom, in every school. At Wedge Park Primary in 2018, we worked on the following FISO priorities;

- Excellence in teaching & learning – building practice excellence and curriculum planning and assessment
- Positive climate for learning – empowering students and building school pride

Throughout the year we made significant improvements to our teaching practice, and we have observed a difference in our data and student progress. We will continue to work on these priorities in 2018 as well. Two of our biggest projects in 2017 was Professional Learning Teams. These teams have been able to focus on the students within their cohort, ensuring that their teacher practice is improved and catering for the needs of the students. We also began the learning and implementing SWPBS. This strategy will allow the school to have a common language between all stakeholders in respect to how we want students to behave at Wedge Park PS.

### Achievement

Wedge Park Primary School students have made overall improvement in the focus areas of literacy and numeracy, generally performing within and slightly below the middle band of government schools in all Victorian Curriculum domains. Our 2018 NAPLAN Numeracy results for Year 3 and 5 have remained consistent, with our students performing at a 'similar' level to other similar schools. The number of students making medium to high growth from Year 3 to Year 5 has also increased across all domains. Our assessment schedule allows for the timely collection and analysis of student's data, to identify and monitor student progress and put into place relevant supports, with the goal of enhancing learning gains for each individual student. All students on the Program for Students with Disabilities (PSD) showed satisfactory or higher progress in achieving all of their individual goals.

We continue to focus on building the capacity of teachers through the construction of dedicated professional learning sessions, action research teams and curriculum days, with clear direction for ongoing improvement and embedding the teaching and learning strategies within our instructional model. Planning strategically allows us to put in place processes to support teachers and students to engage in continuous improvement to achieve their personal best. Consistent whole school planning documents and weekly teacher work programs, demonstrate effective lesson structures in Reading, Writing and Numeracy, and are implemented across all classes Prep - 6. Explicit 'Learning Intentions' related to the Victorian Curriculum and differentiation for varying student ability, are highlighted, allowing all students to access the curriculum at their level through explicit teaching, supported practice and reflection.

Our Meeting Schedule is designed to allocate time effectively, supporting all teachers to collaborate in Professional Learning Teams (PLT's). PLTs plan learning experiences, moderate assessment samples and data, and participate in professional learning activities and conversations. Leading Teachers are aligned to each PLT and provide focused classroom coaching and support to all teachers to build their capacity in the areas of Literacy, Numeracy and 21st Century Learning. The effective learning environment at Wedge Park Primary School is established through shared and documented school-based 'common expectations' that are non-negotiable, for all classrooms, as well as high quality learning resources across the school including access to the latest technology.

## Engagement

At Wedge Park, we continue to develop a comprehensive program that provides all children with breadth and depth of experiences in all aspects of incorporating ICT and eLearning into all school programs, with a particular emphasis on Literacy, Numeracy and building a collegiate, professional and supportive working culture that deepens the capacity of all staff to improve student learning.

Student attendance is at a similar level to all other schools as indicated in this report. All cohorts are at 90% or higher. Common reasons for nonattendance include illness and parent choice. Our focus this year is to continue to increase the attendance rate and have as many students as possible, attend school 100% of the time. The school began enforcing the Government's New Attendance and Enrolment procedures, Everyday Counts, with great success.

The school uses a Wellbeing Team who 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 Primary School aims to deepen and strengthen students' sense of wellbeing, connectedness to school and peers, with a focus on developing a strategic and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs. Building teacher capacity to manage student behaviour, and embedding whole school approaches to wellbeing programs and strategies, is a priority. Our 'Student Attitude to School' Survey results have varied across the last 4 years and the trend demonstrated that our students were at a lower level when compared to other schools. Our 2017 results indicated, however, that we were similar to other 'like' schools in sense of connectedness and 'lower' in management of bullying.

The school places a high value on student welfare and connectedness and has invested resources into implementing a strong values program and a whole school approach to behaviour. This is supported by a 0.8 EFT Primary Wellbeing Officer and a 0.4 EFT Welfare Worker through the Chaplaincy Program. In addition to this, the school accessed Student Support Service Officers when necessary to provide additional support for individual students and their families. Wedge Park Primary School provides a comprehensive learning program, Behaviour Management Approach and Code of Conduct, to ensure we employ a proactive and consistent approach to student management and the values that underpin our social interactions, expectations and behaviours.

Wedge Park Primary school has many strategic programs in place designed to consolidate our core values. A 'Start Up' program at the beginning of the year ensures our students start the year in a positive way and staff refer to this consistently throughout the school year. Maintaining our whole school approach to behaviour management and the ongoing reinforcement of school values, ensures a consistent message is understood by the whole school community.

Comprehensive and confidential welfare documentation is maintained through an online Student Management Tool, and students are referred to appropriate support services as needed. The school Student Wellbeing Officer coordinates programs for students who require additional support. A Speech Therapy Assistant program for students who have been assessed and identified as requiring support, is also offered.

Support for new staff through a detailed induction program, outlines common expectations, programs, policies and procedures.

## Financial performance and position

Wedge Park Primary School is operating in surplus. 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.

**For more detailed information regarding our school please visit our website at**

**<http://www.wedgepark.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: 

### School Profile

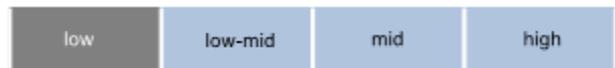
#### Enrolment Profile

A total of 875 students were enrolled at this school in 2018, 451 female and 424 male.

22 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## 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: 

Achievement	Student Outcomes	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>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</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:

Achievement	Student Outcomes	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>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> Lower</p> <p> Similar</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>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 Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</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" style="margin-left: auto; margin-right: auto;"> <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>48%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>46%</td> <td>41%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>49%</td> <td>40%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>52%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>48%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	48%	22%	Numeracy	46%	41%	13%	Writing	49%	40%	11%	Spelling	32%	52%	16%	Grammar and Punctuation	40%	48%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	48%	22%																							
Numeracy	46%	41%	13%																							
Writing	49%	40%	11%																							
Spelling	32%	52%	16%																							
Grammar and Punctuation	40%	48%	12%																							

## 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: 

Engagement	Student Outcomes	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>School Comparison</b>                      A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>93 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	92 %	93 %	93 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	92 %	93 %	93 %	92 %										

### 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: ◆

Wellbeing	Student Outcomes	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>● Similar</p> <p>● Similar</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>● Similar</p> <p>● Similar</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, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$6,964,349	High Yield Investment Account	\$598,965
Government Provided DET Grants	\$1,449,841	Official Account	\$9,463
Government Grants Commonwealth	\$10,997	<b>Total Funds Available</b>	<b>\$608,428</b>
Revenue Other	\$30,238		
Locally Raised Funds	\$302,896		
<b>Total Operating Revenue</b>	<b>\$8,758,321</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,086,888		
<b>Equity Total</b>	<b>\$1,086,888</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,838,360	Operating Reserve	\$201,796
Books & Publications	\$11,332	Funds Received in Advance	\$27,923
Communication Costs	\$18,007	Asset/Equipment Replacement < 12 months	\$121,418
Consumables	\$234,628	Capital - Buildings/Grounds < 12 months	\$60,000
Miscellaneous Expense <sup>3</sup>	\$243,088	Maintenance - Buildings/Grounds < 12 months	\$197,291
Professional Development	\$41,734	<b>Total Financial Commitments</b>	<b>\$608,428</b>
Property and Equipment Services	\$484,562		
Salaries & Allowances <sup>4</sup>	\$270,381		
Trading & Fundraising	\$41,582		
Travel & Subsistence	\$275		
Utilities	\$50,380		
<b>Total Operating Expenditure</b>	<b>\$8,234,329</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$523,992</b>		
<b>Asset Acquisitions</b>	<b>\$777,181</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 15 March 2019 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- 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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## 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').