

2019 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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 13 March 2020 at 09:49 AM by Paul Schwartz (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 March 2020 at 07:26 AM 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 956 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, 5 Leading Teachers (Teaching and Learning Coaches), 54 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 COMPASS.

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 2019, 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. Our biggest projects in 2019 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.

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 2019 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 enforces the Government's 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. 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 2019 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 Primary Wellbeing Officer and a 0.4 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. 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.

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.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 900 students were enrolled at this school in 2019, 455 female and 445 male.

23 percent of students had English as an additional language and 5 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.1	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	56.7	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	86.4	89.7	81.7	95.0	Similar
Mathematics	87.6	90.3	81.8	95.8	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	64.5	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	58.3	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	58.1	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	36.5	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	60.6	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	48.8	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	51.0	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	35.4	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	16.7	56.1	27.2
Numeracy	32.1	49.1	18.8
Writing	29.3	50.0	20.7
Spelling	19.1	65.2	15.7
Grammar and Punctuation	30.4	53.0	16.5

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	18.4	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	17.1	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	91	91	90	91	91	91	91

WELLBEING

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 in year levels 4 to 6.

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.4	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	75.3	81.4	73.9	88.1	-

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 in year levels 4 to 6.

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.5	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	73.3	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$7,767,965
Government Provided DET Grants	\$1,230,906
Government Grants Commonwealth	\$6,377
Government Grants State	\$0
Revenue Other	\$19,206
Locally Raised Funds	\$346,209
Capital Grants	\$0
Total Operating Revenue	\$9,370,664

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,093,207
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,093,207

Expenditure	Actual
Student Resource Package ²	\$7,609,016
Adjustments	\$0
Books & Publications	\$111,419
Communication Costs	\$21,686
Consumables	\$236,474
Miscellaneous Expense ³	\$315,209
Professional Development	\$56,101
Property and Equipment Services	\$483,483
Salaries & Allowances ⁴	\$268,552
Trading & Fundraising	\$53,042
Travel & Subsistence	\$12,111
Utilities	\$62,040
Total Operating Expenditure	\$9,229,133
Net Operating Surplus/-Deficit	\$141,531
Asset Acquisitions	\$132,641

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$460,263
Official Account	\$20,755
Other Accounts	\$0
Total Funds Available	\$481,018

Financial Commitments	Actual
Operating Reserve	\$237,482
Other Recurrent Expenditure	\$2,505
Provision Accounts	\$0
Funds Received in Advance	\$33,322
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$144,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$482,309

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

- student attendance and engagement at school, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, 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 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').