

2020 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 2020 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 16 March 2021 at 11:05 AM by Paul Schwartz (Principal)

The 2020 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 23 March 2021 at 11:47 AM by Megan Snelgrove (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Wedge Park Primary School is situated in West Melton and has a current student population of 944 students. The Student Family Occupation (SFO) density 0.6370, and caters for students from diverse family groups. 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: 4 Principal Class, 5 Leading Teachers (Teaching and Learning Coaches), 55 Classroom teachers and 30 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 School in 2020, we worked on the following FISO priorities:

- Excellence in Teaching and Learning
- Positive Climate for Learning

Our Key Improvement Strategies focusing on Excellence in Teaching and Learning were to:

- Embed a documented Guaranteed and Viable Curriculum for Literacy and Numeracy across the school, and build teacher capacity in content knowledge and pedagogical practices in Literacy and Numeracy.
- Build teacher capacity in the implementation of the HITS and CITW, through peer observations, student centred coaching, staff professional learning and learning walks.
- Continue to build a culture of collegiality, professionalism, coaching and accountability so that Professional Learning Teams are focussed to collaborate and plan for high quality instruction and student learning.
- Build the capacity of Professional Learning Teams to effectively collect and analyse student data to plan for student learning and implement timely interventions on an ongoing basis.

These were a continued focus throughout the year in our Professional Learning Teams (PLT's) however specific strategies were modified to suit the remote learning environment. Staff participated in ongoing professional learning to build their teaching capacity and adapted this to suit online learning classroom environments. Our specific High Impact Teaching Strategies (HITS) focus was Feedback, and teachers developed a range of feedback strategies throughout remote learning, which then continued when we returned to onsite learning. Our PLT's continued to work collaboratively throughout remote learning, and used ongoing student assessment data to inform future planning and teaching. This was also continued when we returned to onsite learning, and assessment data was utilised to identify students requiring support or extension.

Our Key Improvement Strategies focusing on Positive Climate for Learning were to:

- Refine and further embed a whole school approach to behaviour management aligned with Wedge Park Primary School's School Wide Positive Behaviour strategy and develop and embed a common understanding amongst students, staff and parents regarding school culture, behaviour and expectations.
- Build positive partnerships with parents and actively engage the broader community to establish Wedge Park Primary School as an inclusive learning community

These were a focus of the school prior to and following remote learning, however due to Covid 19, these key improvement strategies were difficult to fulfil in their entirety. During remote learning, building positive partnerships with parents and families was a key priority, to enable student engagement in online learning. This was evident in teacher's daily videos and continued phone calls home to families.

Achievement

Wedge Park Primary School students have made overall improvement in the focus areas of literacy and numeracy, where we focused on reducing the percentage of students below the expected level. Throughout 2020, teacher judgement data has shown that we have improved in Reading and Viewing, and Speaking and Listening, with the percentage of students below the expected level staying under the identified target. In Writing, we missed our target by 8%. In Mathematics, our target was met in all areas. Part of our goal was also to ensure students had 12 months or more growth in the learning. However due to remote learning this goal wasn't achieved however we have identified strategies and supports to implement in 2021 to ensure students who did not make growth are supported to bridge the gap. This has been a state wide initiative, with a focus on a tutor learning initiative that supports all students across the state.

All students on the Program for Students with Disabilities (PSD) showed satisfactory 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 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 'high quality learning environments' 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 Primary School, our engagement goals focused on creating a supportive and engaging learning environment, and increasing parent participation and involvement. The strategies which were identified needed to be adapted to an online learning environment and also adapted to support the students return to onsite learning.

Throughout the transition to remote learning, students were supported by:

- continual check ins from their teacher
- morning messages through a video from their teacher
- fortnightly phone calls
- regular feedback on work
- live online teaching through Webex
- wellbeing Fridays, where students focused on a passion project
- student engagement team supporting identified families with daily phone calls to provide strategies to support learning

Throughout the year, we supported students with a start up and a re-start up program to engage students in the return to onsite learning and establish a shared understanding of routines and expectations in the classroom environments.

Student attendance has been an ongoing focus at Wedge Park, and strategies were adapted to suit remote learning. These included:

- SMS message when students were absent from online learning
- phone calls home when students had not been submitting work or not present in onling learning
- wellbeing team following up on ongoing absences
- some families encouraged to bring their child to on-site learning for supervision

During the transition back to onsite learning, student absences and non-attendance were a high priority for the wellbeing team. Strategies included:

- SMS message when students were absent
- phone calls home
- wellbeing team following up on ongoing absences
- working with the Melton Network SSSO team

Wellbeing

Wedge Park Primary School implements a School Wide Positive Behaviour Support Framework (PBS) as a means to improve consistency of behaviour management and acknowledgement across the school. Our Social and Emotional Learning (SEL) program is supported by the Resilience, Rights and Respectful Relationships curriculum. This program was a continued focus during remote learning, so students had the opportunity to reflect on their Social and Emotional Wellbeing throughout the remote learning lesson. Targeted lessons ensured that students were able to reflect on their own wellbeing and also put strategies in place when needed.

Wedge Park Primary 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, a School Psychologist 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
<https://wedgepark.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.

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 952 students were enrolled at this school in 2020, 474 female and 478 male.

24 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.

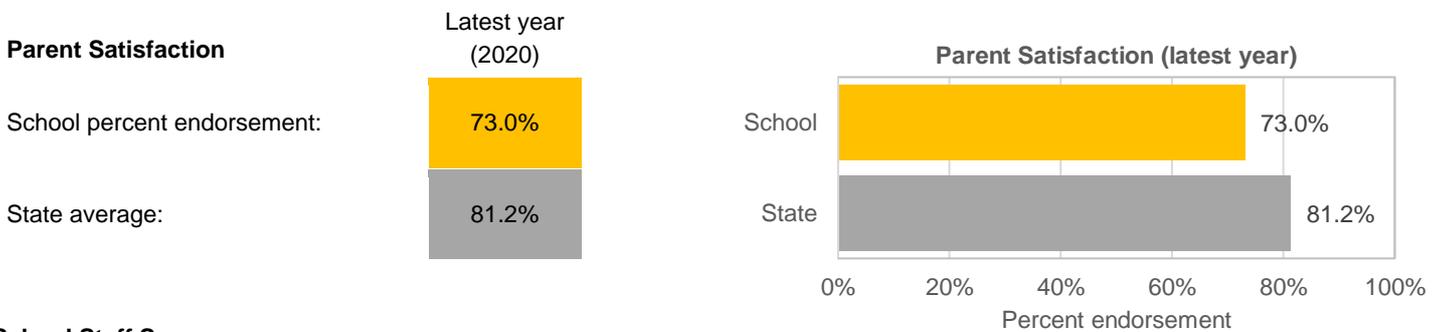
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

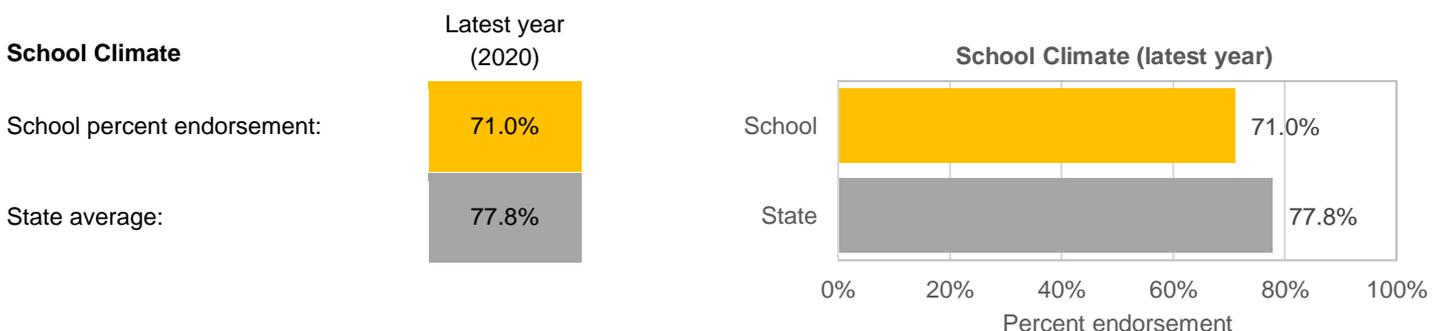


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

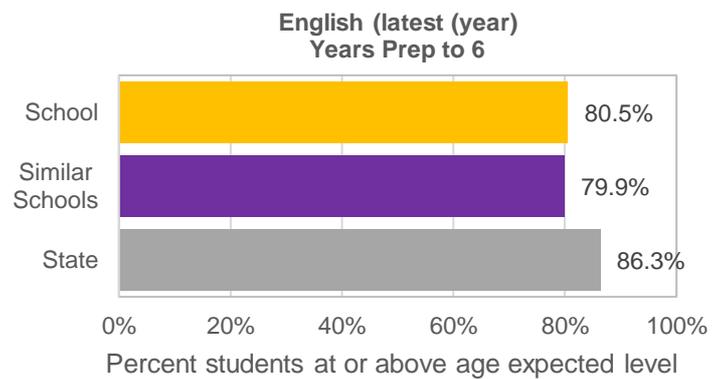
80.5%

Similar Schools average:

79.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

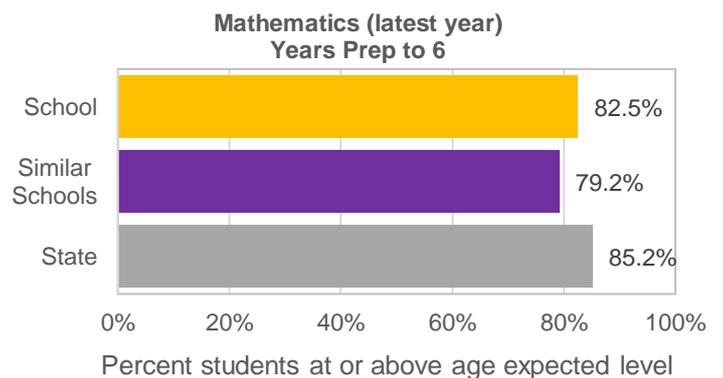
82.5%

Similar Schools average:

79.2%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

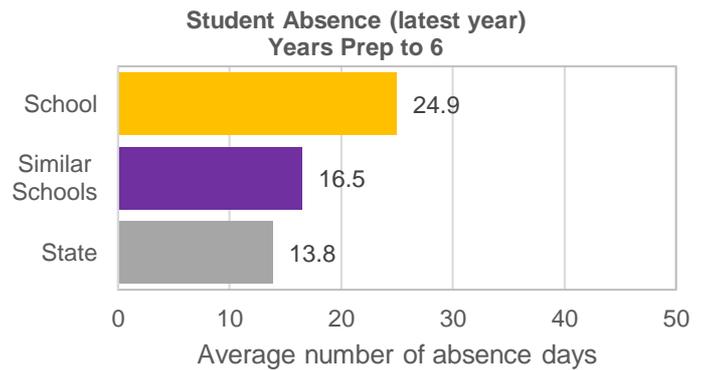
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	24.9	19.2
Similar Schools average:	16.5	17.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	88%	89%	89%	87%	85%	87%	86%

WELLBEING

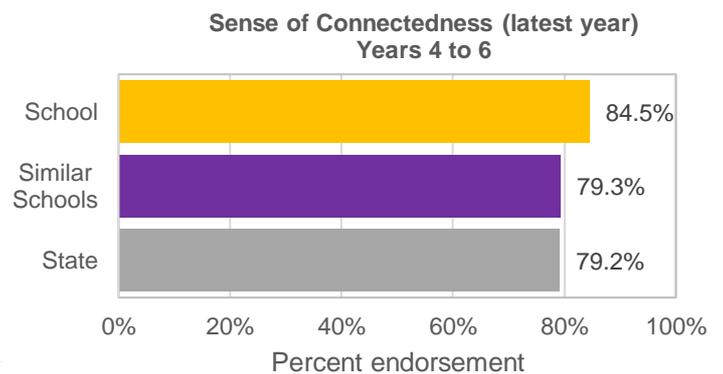
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	84.5%	77.1%
Similar Schools average:	79.3%	79.0%
State average:	79.2%	81.0%



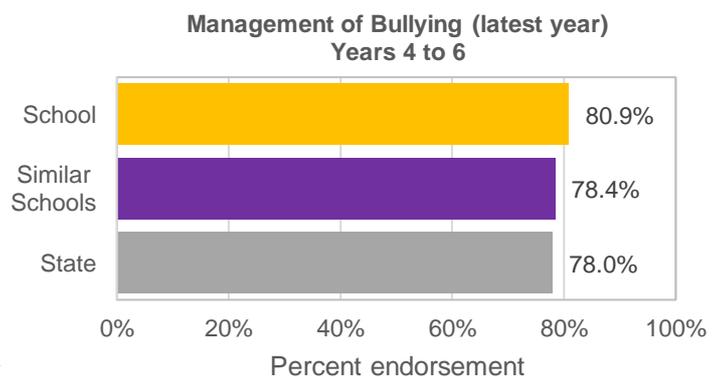
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	80.9%	74.9%
Similar Schools average:	78.4%	78.3%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$8,366,760
Government Provided DET Grants	\$1,373,640
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$6,726
Locally Raised Funds	\$190,321
Capital Grants	NDA
Total Operating Revenue	\$9,937,447

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,184,347
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,184,347

Expenditure	Actual
Student Resource Package ²	\$8,301,031
Adjustments	NDA
Books & Publications	\$34,138
Camps/Excursions/Activities	\$32,866
Communication Costs	\$24,109
Consumables	\$178,409
Miscellaneous Expense ³	\$10,956
Professional Development	\$35,538
Equipment/Maintenance/Hire	\$331,647
Property Services	\$172,922
Salaries & Allowances ⁴	\$241,124
Support Services	\$74,073
Trading & Fundraising	\$34,370
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$68,939
Total Operating Expenditure	\$9,540,121
Net Operating Surplus/-Deficit	\$397,327
Asset Acquisitions	\$175,462

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$578,157
Official Account	\$15,787
Other Accounts	NDA
Total Funds Available	\$593,944

Financial Commitments	Actual
Operating Reserve	\$180,738
Other Recurrent Expenditure	\$14,923
Provision Accounts	NDA
Funds Received in Advance	\$42,015
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$124,000
Capital - Buildings/Grounds < 12 months	\$190,000
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$561,676

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.