



Department of Education and  
Early Childhood Development

# 2009 Annual Report to the School Community

Wooranna Park Primary School

School Number: 4989

Every  
child,  
every  
opportunity





## Wooranna Park Primary School

### How this school compares to all Victorian government schools

**Key:**

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

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

### Overall Measures

### Student Outcomes

### School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

#### 1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.



#### 2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.




### School Profile



- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score. 1 7
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score. 1 5
- Overall socio-economic profile low low-mid mid mid-high high  
Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language low low-mid mid mid-high high
- 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)).
- 346 students (170 female, 176 male) were enrolled at this school in 2009.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

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

Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2008



Results: English and Mathematics 2007 - 2008 (2-year average)



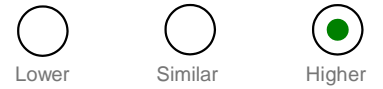
Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

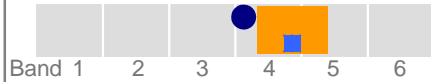
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2009



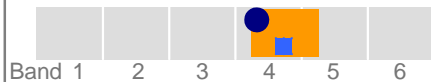
Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



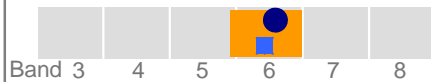
5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

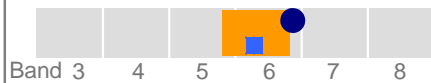
Results: Reading 2009



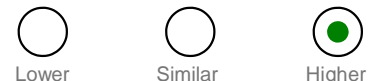
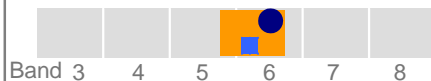
Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:



Median of all Victorian government schools:



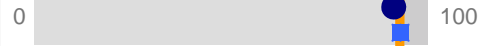
Student Engagement and Wellbeing

6. Student attendance

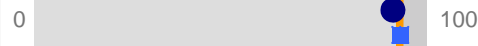
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2008 attendance rate by year level:

Results: 2008



Results: 2005 - 2008 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92%	90%	93%	93%	92%	90%	89%

School Comparison



7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2009



Results: 2006 - 2009 (4-year average)



# How to read the Government School Performance Summary 2009

The Victorian 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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

**Government School Performance Summary 2009**

**ABC Secondary College**

**How this school compares to all Victorian government schools**

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

**Overall Measures**

**Student Learning**  
Considering teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).

**Student Engagement and Wellbeing**  
Considering student attendance rates and results from the annual Student Attitudes in Schools survey.

**Student Pathways and Transitions**  
Considering the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.

**School Profile**

Average and percent distribution with the school, as derived from the annual parent opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

For more information regarding this school, please visit [www.sergps.vic.gov.au/abc](http://www.sergps.vic.gov.au/abc)

**ABC Secondary College**

**How this school compares to all Victorian government schools**

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

**Student Learning**

**4. Teacher assessments from the Victorian Essential Learning Standards (VELS)**  
Percentage of students in Years 7 to 10 with a grade of C or above in:  
• English and Mathematics  
• All other subjects

**5. NAPLAN Year 7**  
Average scores achieved on the NAPLAN Reading and Numeracy tests conducted in May 2007 year.  
Year 7 assessments are reported on a scale from Bands 4 to 9.  
Bands represent different levels of achievement. For Year 7, the National Literacy Numeracy Standard is at Band 6.

**6. NAPLAN Year 9**  
Average scores achieved on the NAPLAN Reading and Numeracy tests conducted in May 2007 year.  
Year 9 assessments are reported on a scale from Bands 5 to 10.  
Bands represent different levels of achievement. For Year 9, the National Literacy Numeracy Standard is at Band 8.

**7. VCE Results**  
Average scores achieved on the VCE in 2008 and 2009.  
Bands represent different levels of achievement. For Year 12, the Victorian Certificate of Education Standard is at Band 6.

**2009 Government School Performance Summary**  
*"What our school is doing"*

**ABC Secondary College**

**Every child, every opportunity**

**Student Learning**  
Our school's approach for our students perform above the Victorian average for student learning.

**Student Engagement and Wellbeing**  
Our students have a good rate of attendance, with results slightly above those of other Victorian government schools.

**Student Pathways and Transitions**  
The numbers of students enrolling to further studies and full-time employment are above the rest for other schools.

The **front page** summarises your school's performance

The **second** and **third pages** provide a detailed breakdown of each of the result areas.

The **fourth page** outlines what your school is doing to improve its results.

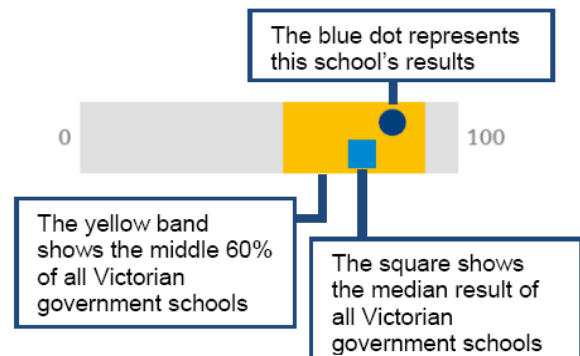
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. They also shows 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 Government School 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 Government School 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 new and different way of comparing school performance. It 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.

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

[www.education.vic.gov.au/aboutschool/](http://www.education.vic.gov.au/aboutschool/)

## School Comparison



Lower



Similar



Higher

## 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 and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

## Wooranna Park Primary School

Wooranna Park is a government primary school servicing the community of one of Australia's most disadvantaged urban areas. The school has 343 students from 45 different ethnic backgrounds, with 32.27 equivalent full time staff, comprised of 4 principal class, 21.69 teachers and 6.58 education support staff.

The school is endeavouring to address the need for systemic change in education. An emphasis is placed on students accepting responsibility for their learning, along with learning through collaboration with peers. Opportunities are provided for students to pursue personal learning passions and negotiate the curriculum. There is a strong emphasis on media literacy and the use of computer software to create film, animation and music.

The school is strongly influenced by the philosophical thinking underpinning the Reggio Emilia Schools of Northern Italy and the work of Professor George Betts, on autonomous learners. The school has adopted an interdisciplinary, research based approach, to the development of curriculum, with an emphasis on deep and authentic learning experiences. All teachers work collaboratively in team teaching units.

Since 1997, the School Council has supported the introduction of sweeping changes to the school's physical environment and learning programs.

*Every  
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opportunity*

### Student Learning

Students are performing at levels similar or higher than predicted on the school comparison measure. The higher level of student achievement at the Year 5 level shows that our learning programs are making a real difference in improving the performance of students. Student funded under the Program for Students with a Disability (PSD) showed progress at satisfactory or above in achieving their individual goals.

The school's focus on developing the capacity of our staff will see 5 staff travel to Italy in 2010 to attend a conference on early years learning. The introduction of a Partnership Program with Year 4 student teachers from Deakin University will significantly add to the number of staff available to support students.

In 2010, the school will strengthen our focus on assessment by working with Professor Patrick Griffin of Melbourne University. The creative use of ICT will continue to be a feature of the school curriculum.

National Partnership funding has been used to fund the employment of 3 Maths Coaches during 2010.

### Student Engagement and Wellbeing

Wooranna Park is proud of the engaging and individualized curriculum it provides. Student motivation and teacher empathy continue to be relatively high on our Attitudes to School Survey, as do other measures of Teaching and Learning.

We have recognized, however, that in the area of Student Relationships we need to make further improvement and this year have invested in Staff Professional Development to create programs and a common language to foster these. Engagement through games will continue to develop across the school in 2010.

In 2008 our school Community identified four values that the community shared despite being from many diverse backgrounds. Positive promotion of the values of Learning, Respect, Fairness and Honesty across the school in the coming year will also encourage our students to become more responsible for their own behaviour.

School attendance data shows that there is room to make improvement and although the absence data is strongly influenced by overseas visits and holidays, a targeted program may influence the number of parent choice absences.

### Student Pathways and Transitions

Wooranna Park has a strong program in place to support students transferring in and out of the school. Our Prep students' transition to school was significantly aided by the excellent transition program conducted at the end of the year prior to their commencement. Strong communication links with our feeder preschools also aids transition, along with the school's strong commitment to the early childhood philosophy of Reggio Emilia. A team teaching approach to classroom organization, low ratios of students to teacher, along with a wonderful learning environment for students are contributing factors to the ease with which students settle into the school.

Our 2009 exiting Year 6 students are enrolled at a range of local government, Catholic and independent schools. Students are mindful when selecting a secondary school of their learning needs and hopes for the future. The school's approach to encouraging students to take responsibility for their learning and allowing students to negotiate their learning with teachers helps prepare students for transition to their secondary school.

# Financial Performance and Position

Wooranna Park Primary School

School Number: 4989

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2009

Revenue	2009 Actual
Departmental Grants	\$542,493
Commonwealth Government Grants	\$150,000
State Government Grants	\$
Other	\$38,097
Locally Raised Funds	\$68,811
<b>Total Operating Revenue</b>	<b>\$799,401</b>

### Expenditure

Salaries and Allowances	\$167,006
Bank Charges	\$661
Consumables	\$48,355
Books and Publications	\$3,868
Communication Costs	\$12,367
Furniture and Equipment	\$51,942
Utilities	\$21,942
Property Services	\$266,311
Travel and Subsistence	\$
Motor Vehicle Expenses	\$
Administration	\$19,449
Health and Personal Development	\$1,109
Professional Development	\$27,617
Trading and Fundraising	\$10,995
Support/Service	\$22,950
Miscellaneous	\$86,469
<b>Total Operating Expenditure</b>	<b>\$741,041</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$58,360</b>
<b>Capital Expenditure</b>	<b>\$23,116</b>

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

## Financial Position as at 31st December, 2009

Funds Available	2009 Actual
High Yield Investment Account	\$43,863
Official Account	\$835
Other Bank Accounts( listed individually)	\$
Building Fund	\$596
Co-Operative Account	\$5,453
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
<b>Total Funds Available</b>	<b>\$50,746</b>

Financial Commitments	2009 Actual
School Operating Reserve	\$50,746
Assets or Equipment Replacement < 12 months	\$
Capital – Building/Grounds Including SMS < 12 months	\$
Maintenance – Building/Grounds Including SMS < 12 months	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$
School based programs	\$
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds Including SMS > 12 months	\$
Maintenance - Building/Grounds Including SMS > 12 months	\$
<b>Total Financial Commitments</b>	<b>\$50,746</b>

## Financial performance and position commentary

Wooranna Park Primary School operates effectively within the Student resource Package (SRP) provided by DEECD. Student voluntary contributions and subject contributions - although small by comparison with other schools - are included in the curriculum resources budget and are incorporated in full into budget projections. Significant funding is received through Special Needs Funding and the 60+% of students in receipt of the Education Maintenance Allowance. The school is not able to rely on local fundraising to any significant degree, but actively pursues opportunities to obtain additional funds through private and government grants. During 2009, Wooranna Park Primary School spent \$266,311 on Property Services, \$48,355 on Consumables, \$12,367 on Communication Costs, \$51,942 on Furniture and Equipment, \$21,942 on Utilities, \$19,449 on Administration, \$27,617 on Professional Development and \$22,950 on Support/Service. The 2009 School Accounts show, as of 31st December, 2009, a Net Operating Surplus of \$58,360.