

2022 Annual Report to the School Community

School Name: Wooranna Park Primary School (4989)



- 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 of the previous calendar year 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 29 March 2023 at 05:34 AM by Amanda Ellaby (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 March 2023 at 10:55 AM by Michelle Karton (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

Wooranna Park Primary School is located within Dandenong North, situated in the south-east corridor of Melbourne approximately, 34 kilometres from the Melbourne Central Business District and close to a Monash Freeway exit.

The school's vision, as documented in the 2020-2024 Strategic Plan, states that if our students are to maximize their learning, then Wooranna Park Primary School must be a place of optimism, excitement and challenge, where students and teachers see each day as a journey, full of purpose and where intellectual engagement and connectedness to the outside world are priorities. It is stated that the school's mission is to provide students with a learning environment that recognises children learn best when engaged with real world, authentic tasks, involving problem solving and collaboration with peers on interdisciplinary, research based project work. To enhance student engagement in this work, the teacher plays a key role as a coach and facilitator empowering students to take responsibility for their learning. Wooranna Park values', documented in the Strategic Plan, are Michael Fullan's 7 Cs of - collaboration, curiosity, citizenship, communication, critical thinking, character and creativity.

The school features two main school buildings, accommodating several learning spaces with a Building the Education Revolution (BER) gymnasium. The hidden grounds feature landscaped gardens and a running track around the perimeter of a sports field, promoting active and passive play, for a wide variety of learning opportunities. The school is currently home to several chickens and an extensive vegetable garden with a strong focus on the environment and sustainability.

We are proud of our school community, catering for a wide range of social, economic and cultural backgrounds. The 2022 school population was 272 students with a Student Family Occupation and Education index (SFOE) of 0.4794, remaining in the Medium School Level Band. In 2022, 26 students received funding through the Program for Students with a Disability (PSD) program with several other children having high inclusion needs. All of our students are supported through our developing tiered model of intervention, and our team of Education Support staff are second to none!

In 2022, the school comprised of 15 single year classes. Our specialist curriculum subjects included Physical Education (PE), Japanese, Environmental Science, and Performing Arts. 49% of the student population qualified for English as An Additional Language Funding, 12 were Aboriginal or Torres Strait Islander and 7 students were living in an Out of Home Care arrangement.

A substantive Executive Principal joined the school in Term Two, following three acting Principals. The teaching staff comprised of a range of levels of experience from recently graduated teachers through to highly experienced teaching practitioners who are ready to engage in school improvement. This equated to a full equivalent full time (EFT) of 21.4 which included a leadership profile of one Assistant Principal, supported by a Leading Teacher and two Learning Specialists, and 22 teaching staff, recognizing that 40.9% of the teaching staff worked part time due to the Department's flexible working arrangements. Our learning community is further supported by our wonderful Education Support staff, 3 of whom are administrative and 13 supported the program for students with disabilities.

We are hoping that with stability there will be plenty of opportunities for us to grow and develop this school together, creating a bright future for the children of the Dandenong North community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, with support from a Differentiated Support for School Improvement teaching partner, the teachers' capabilities have been developed, enabling students to access more explicit teaching in literacy and numeracy, aligned to a whole school instructional model. Planning documentation was also a focus in pursuit of consistency.

Professional learning time was allocated to the instructional model, assessment schedule and literacy practices. Demonstration lessons were conducted by our ACU Maths Leaders Partnership, in support of staff seeing the instructional model in action. There was a strategic focus on the enactment of explicit instruction, vocabulary, and success criteria. Professional Practice days were also

utilised in support of staff visiting other schools to engaged in classroom observation of high impact teaching literacy strategies, in high performing schools.

The impact of this work is highlighted in the Staff Opinion Survey, with an 82% positive response to the 'Collective Focus on Student Learning' factor in 2022 (up from 70% in 2020); a 50% (47% in 2020) endorsement in the 'Instructional Leadership' factor and an 68% endorsement of the 'Guaranteed and Viable Curriculum' factor, up from 61% at the beginning of the strategic plan. 76% of staff positively endorsed the 'Use of an Instructional Model', compared to 26% in 2021. Interestingly staff's opinion of their capacity to 'Understand how to Analyse Data' declined, however 81% of staff positively endorsed their ability to 'Use Evidence to Inform Teaching Practice', up from 58% in 2021.

A tutor learning model was adopted successfully, meeting the needs of students in junior school, also aligning with the school's Instructional Model. Aides have been trained in this approach to support their capabilities in improving student outcomes in the classroom. Under the guidance of a student achievement manager, our tutor structure was adjusted to better suit the needs of our middle school students, enabling our tutor to collaboratively plan, analyse data, create SMART goals with year level teams to identify and monitor progress of students in the Tutor Learning Initiative.

A group of staff completed the Professional Learning Communities training and are now excited to extend this collective focus on continuous improvement across the whole school from 2023, helping to strengthen the importance of research-based frameworks and a documented curriculum that is cohesive and sequenced. While the School Improvement Team commenced the Clarity learning suite, in pursuit of shared responsibility for every learner across the school.

Wellbeing

Wellbeing and community connection are given equal priority to curriculum content at Wooranna Park, recognising the school's important role as a community hub.

In 2022, staff engaged in professional learning, including Education Support Staff, on the Zones of Regulation, Smiling Minds, Trauma Informed Practices, Individual Education Planning, Respectful Relationships and the new Child Safe Standards. We engaged in a partnership with CASEA (Monash Health) to help promote positive wellbeing strategies to both staff and students. These strategies were also shared with the community through the newsletter.

A school chaplain was engaged to support the educational, social and emotional wellbeing of students, through the National School Chaplaincy Program and our partnership with ARDOCH was re-established, enabling every student to access an incursion experience, focussed on wellbeing strategies. along with a 'Writer in Residence' project for 30 selected grade four students.

The impact of this work is highlighted in the Students Attitudes to School Survey, with an 79% positive response to the 'Resilience (normal to high)' factor in 2022 (up from 71% in 2021) and a 75% (71% in 2021) endorsement in the 'Sense of confidence' factor.

In 2023 the focus is on introducing the Be You framework to guide services in supporting the mental health and wellbeing of educators, children and their families, aligned to our establishing work in SWPBS and Respectful Relationships. In preparation for the Disability Reform, in 2024, we will also work towards improving our school wide processes to documenting adjustments and where required planning, documenting and enacting intervention strategies including, but not limited to, students in out of home care, Koori, high ability and PSD.

Engagement

Our work in 2022 focused on establishing an engagement model such as Schoolwide Positive Behaviour Support (SWPBS) to help to develop a more positive, safe, and supportive learning culture for all students.

A Matrix of Expectations was created in collaboration with staff and students, under the leadership of a Learning Specialist and Leading Teacher, to ensure there was clarity on the positive behaviours that we were promoting in all areas of our school, aligned to our be safe, be respectful and be responsible basics. Our specialists' teachers took this even further, specifically teaching students how to transition between classes in support of maximising their teaching time. Our 'Grade of the Week' became an

acknowledgment for those classes demonstrating these expectations, awarding them the opportunity to host our school mascot, Puggles.

A curriculum day enabled us to draft our whole school system for acknowledgment and correcting behaviour in pursuit of consistency, within and outside of the classroom. A critical incident plan was also developed which is now displayed for students (and the staff) alongside the Matrix of Expectations in all learning spaces. A 'Reteach' process was also introduced to ensure a tiered response was enacted when following up on behaviour incidences which also includes communication with parents.

The principal also conducted Learning Walkthroughs to seek to understand the implementation of our school wide approach to promoting a positive language towards behaviour. Feedback from these were reported back to staff individually and at a staff meeting and were used to review the Matrix of Expectations, ready for 2023.

A well-attended breakfast club, with support from Food Bank, has remained an important part of many students' day. Wellbeing lunchtime clubs were also introduced as a tiered response to support specific students. The students choosing attend these were monitored in support of their engagement.

Foundation House were reengaged to conduct English classes for a selected group of Dahri speaking mothers and VillageOHSC returned to support our working families four days a week. A new website was also created to act as a 'first point of call' for our existing families, in support of their engagement with the school while and highlighting our communities spirit to potential families.

The impact of this work is highlighted in the Students Attitudes to School Survey, with an 72% positive response to the 'Effective classroom behaviour' factor in 2022 (up from 70% in 2021) and a 91% (88% in 2021) endorsement in the 'Sense of Inclusion' factor. Sadly 35% of students did have 20 or more absence days in 2022, compared to 38% in the network.

In 2023 the focus turns to teaching these basic expectations throughout the year to improve students social, emotional, and academic outcomes, while embedded an acknowledgement system for promoting these positive behaviours, across the school.

Other highlights from the school year

2022 provided our students with lots of wonderful learning opportunities including camp for our Grade three to six students, along with various local excursions to Lyndale, Noble Park and Dandenong Secondary Colleges. Our ARDOCH partnership supported an incursion for our middle and senior school students, with either Project Rokit or Toolbox Education, focussed on wellbeing strategies. Our grade five students also visited the National Arts Centre to see a performance which was a new experience for many students while 30 selected grade four students engaged in a 'Writer in Residence', producing a book of entertaining stories. Our Prep to grade two students loved their time with Wildlife Xposure, also supported by ARDOCH. Our grade one and two students also had a great day at the Zoo.

We were also very excited to have particularly students chosen for the Victorian High-Ability program, providing them with the opportunity to participate in a 10-week online enrichment program, in either English and mathematics.

We have also hosted various sporting incursions throughout the year, ensuring our students experience different sports including AFL, cricket and softball. This is in addition to the Gala experiences of our senior student, enabling them the opportunity to compete against other schools, in a particular sport. Students also participated in an intensive week of swimming, fully funded through the Swimming in School initiative.

A highlight was our book week parade, finally giving us an opportunity to dress up and have our community together! Our community also supported this event by purchasing books from our book fair, with proceeds returning to the school. We also appreciated coming together more regularly for our fortnightly assemblies, planned, prepared and lead by our students. It was wonderful to be able acknowledge one student for being a national finalist in the NAIDOC competition.

With a new substantive principal joining Wooranna Park in Term Two, community forums were held each term, enabling families to meet with Mrs Ellaby to discuss their current school experience. These discussions were helpful in seeking to understand the community's needs.

We ended each term with a 'Golden Assembly' celebrating achievements across the term and everyone's engagement at school. We also had a great day, planned by our graduating students in the form of a whole school athletics day, at the end of 2022. This enabled us to generate some team spirit across the school, introducing our school's team which we hope to promote further in 2023.

Financial performance

Wooranna Park Primary School maintained a sound financial position throughout 2022. Although the school reported a small SRP deficit, we had a sufficient cash reserve in the bank and overall finished the year with a net operating surplus of \$52,728. This surplus has been earmarked for building and grounds maintenance.

Our current School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. This included focusing on building teacher capacity through professional development and Teaching and Learning Coaches, the allocation of equity funding for staffing, providing training to enhance our School Wide Positive Behaviours (SWPBS) Program, computer applications and the delivery of programs.

Wooranna Park Primary School was also successful in acquiring a shade sail grant for \$25,000 for an outdoor learning space for our students.

The school community was again very supportive in their amazing fundraising efforts, providing programs and resources for our students.

For more detailed information regarding our school please visit our website at
<https://www.woorannaparkps.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 2.0 (FISO 2.0).

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 289 students were enrolled at this school in 2022, 133 female and 156 male.

52 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).

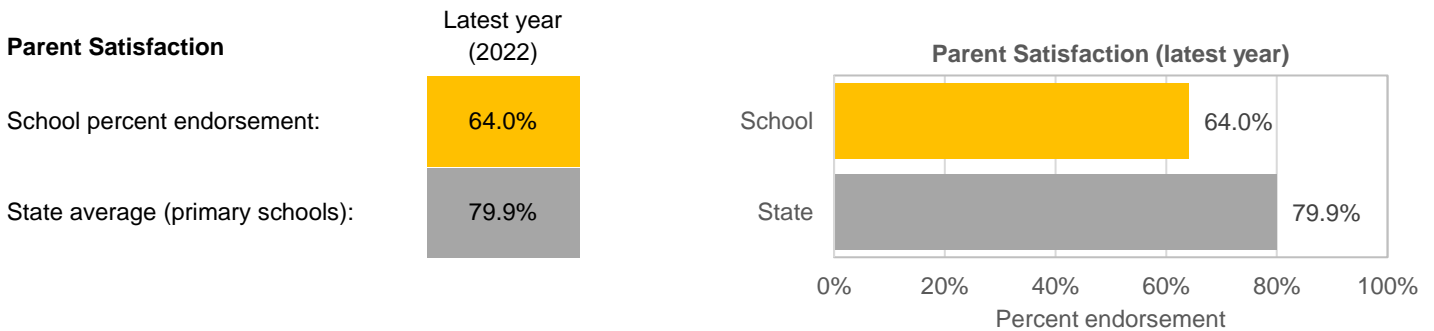
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

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.

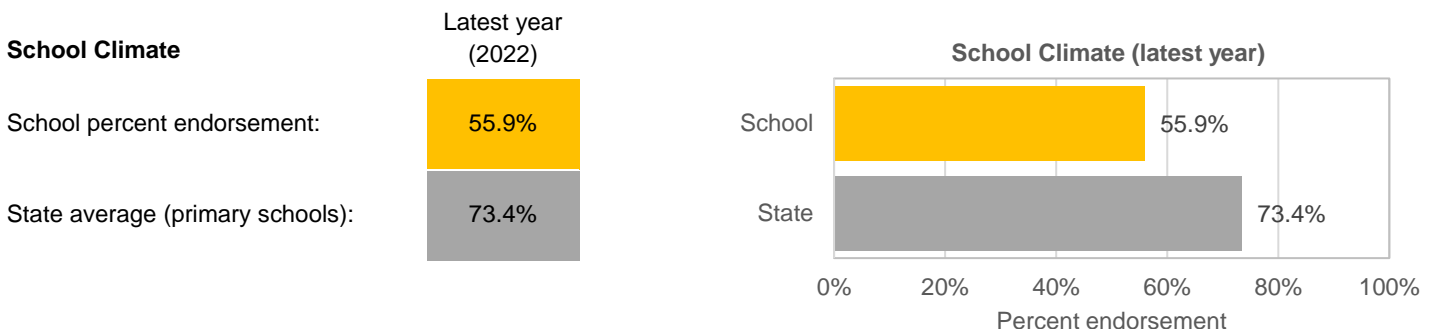


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

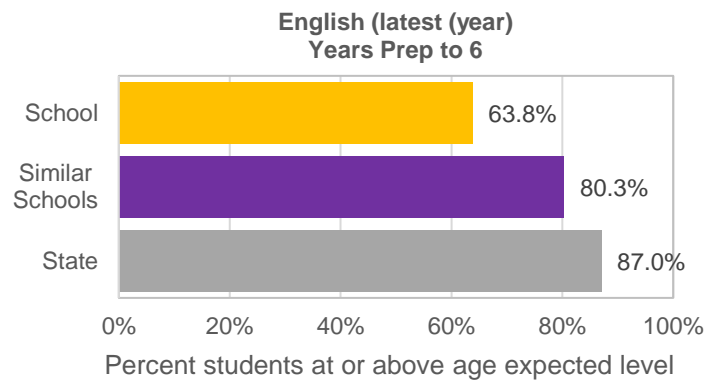
63.8%

Similar Schools average:

80.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

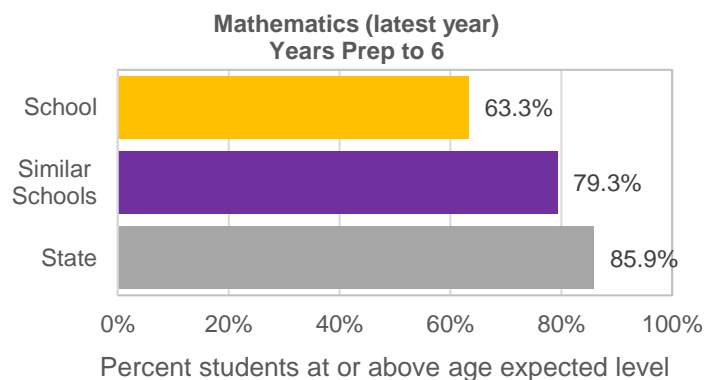
63.3%

Similar Schools average:

79.3%

State average:

85.9%



LEARNING (continued)

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.

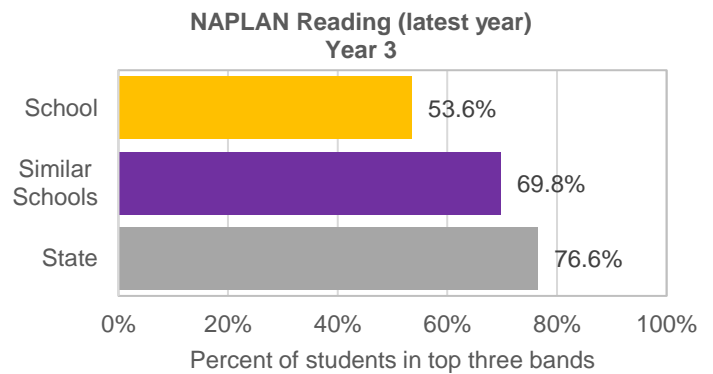
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

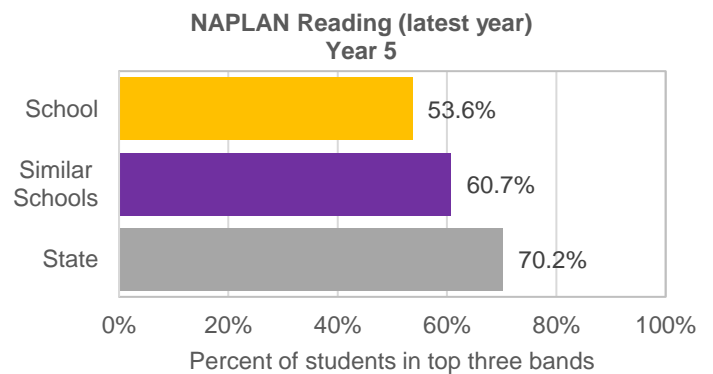
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.6%	54.0%
Similar Schools average:	69.8%	69.3%
State average:	76.6%	76.6%



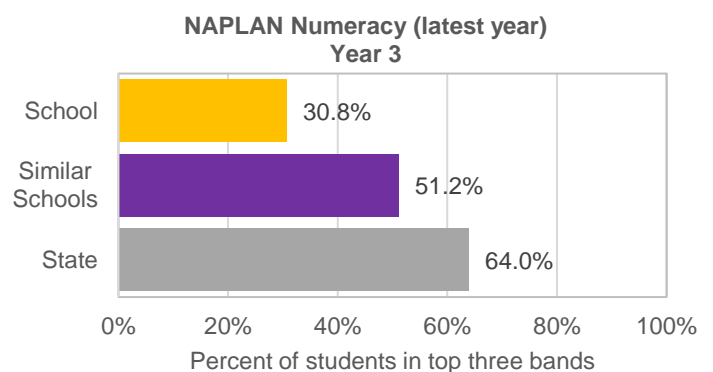
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.6%	55.8%
Similar Schools average:	60.7%	60.3%
State average:	70.2%	69.5%



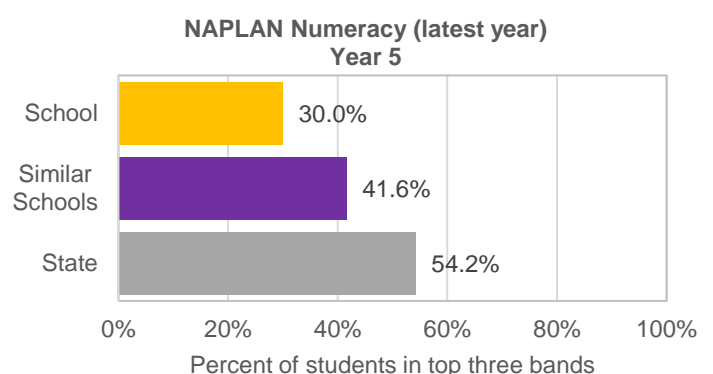
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.8%	32.7%
Similar Schools average:	51.2%	53.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.0%	38.1%
Similar Schools average:	41.6%	46.4%
State average:	54.2%	58.8%



WELLBEING

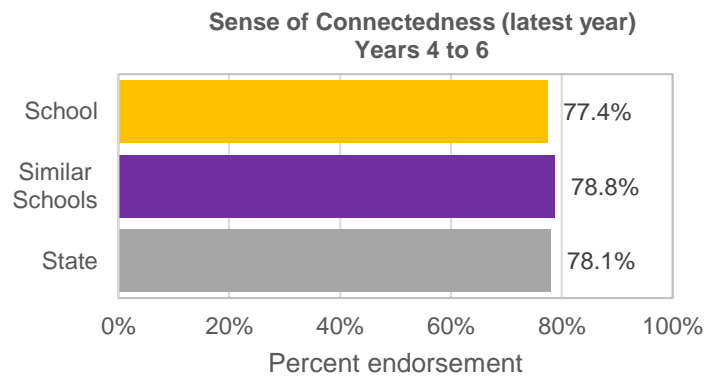
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.4%	78.8%
Similar Schools average:	78.8%	81.0%
State average:	78.1%	79.5%

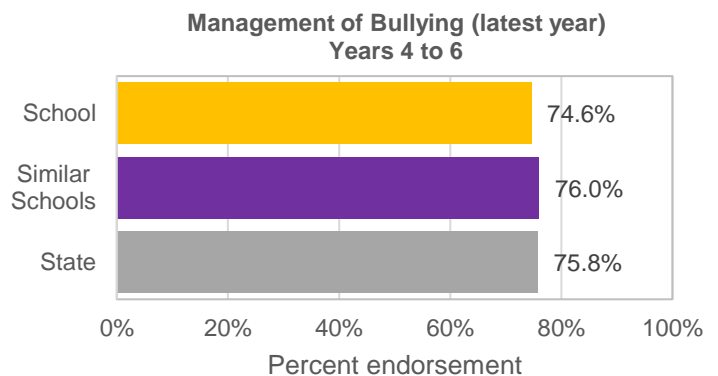


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.6%	76.3%
Similar Schools average:	76.0%	78.7%
State average:	75.8%	78.3%



ENGAGEMENT

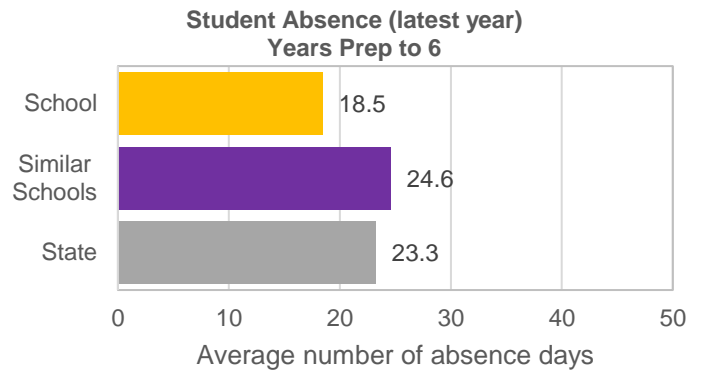
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.5	17.0
Similar Schools average:	24.6	19.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	90%	88%	91%	87%	91%	100%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,480,634
Government Provided DET Grants	\$531,126
Government Grants Commonwealth	\$7,025
Government Grants State	\$0
Revenue Other	\$15,137
Locally Raised Funds	\$75,094
Capital Grants	\$25,000
Total Operating Revenue	\$4,134,016

Equity ¹	Actual
Equity (Social Disadvantage)	\$342,087
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$342,087

Expenditure	Actual
Student Resource Package ²	\$3,508,889
Adjustments	\$0
Books & Publications	\$251
Camps/Excursions/Activities	\$57,451
Communication Costs	\$25,757
Consumables	\$62,823
Miscellaneous Expense ³	\$16,997
Professional Development	\$10,222
Equipment/Maintenance/Hire	\$17,457
Property Services	\$67,456
Salaries & Allowances ⁴	\$79,549
Support Services	\$165,710
Trading & Fundraising	\$8,106
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,620
Total Operating Expenditure	\$4,056,288
Net Operating Surplus/-Deficit	\$52,728
Asset Acquisitions	\$36,150

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$106,109
Official Account	\$28,362
Other Accounts	\$14,359
Total Funds Available	\$148,830

Financial Commitments	Actual
Operating Reserve	\$81,748
Other Recurrent Expenditure	\$9,703
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$8,800
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$48,578
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$148,830

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.