

# 2022 Annual Report to the School Community

School Name: Wandin Yallock Primary School (1033)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 13 March 2023 at 11:17 AM by Judith Martin (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 offline by School Council President and processed by Elizabeth Spence (SPOT Admin) on 26 May 2023 at 02:18 PM

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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## School context

Wandin Yallock Primary School sits in the semi-rural township of Wandin North, 52 kilometres east of Melbourne. It has a rich history, dating back to 1871, and its agricultural setting includes 7 large, modern learning studios, remodelled administrative areas, a multipurpose building and art room, an enclosed sports stadium, extensive grounds and a farm.

The school's vision is to create an environment that encourages our students to thrive – in their learning and through their relationships with each other. Our school expectations stem from our C.A.R.I.N.G. school values: Creativity, Achievement, Respect, Integrity, Nurture and Growth. We believe that all students have the right to the highest quality education and aim to develop in our students a love of learning, social understanding and responsibility, academic success, personal awareness, emotional maturity and global citizenship. We are committed to being student centred, having high expectations and embedding best practice pedagogy, which underpins our motto of Caring and Excellence in Education. The school is situated in a diverse community that values creativity, community connection and sustainability, and we aspire to strengthen our sense of identity and our connection with the local community.

In 2022 we began with a confirmed enrolment of 121 students who were grouped into 6 multi-age classes. The staffing profile consisted of a Principal, a Learning Specialist, 5.6 FTE teachers, 1 part-time Tutor, 4 part-time Education Support staff members and a part-time Business Manager. The school has a medium socio-economic profile (SFOE), representing a medium level of socio-educational disadvantage. There were no students who identify as Aboriginal, and no students who have English as an additional language. There is a comprehensive program for students with disabilities. The school provides specialist classes in Art, Physical Education, French and Farm. Students are involved in many community events and activities and experience a rich extra-curricular program.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, the School focused on the Department's Learning and Wellbeing Priorities goal, which was to continue to focus on student learning - with an increase focus on numeracy - and student wellbeing through the 2022 Priority Goal, including a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

LEARNING Key Improvement Strategy: Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

Throughout 2022, this work focused on extending the capacity of the school to use cycles of inquiry, to build shared, collective efficacy around systematic, ongoing, collective, data-driven growth in teaching and learning. This included strengthening the capacity of teachers to analyse and use assessment data to plan a differentiated teaching and learning program that target the learning needs of all students.

Interventions were put in place to support students who did not make 12 months growth in 2021, and those who were more than 12 months behind. As well as teachers adapting their classroom practice to meet the needs of individual students, intervention also included the Tutor Learning Initiative and Mini Lit program both of which had a strong focus on supporting students in Literacy. Individual learning gains were recorded in almost all students who participated.

Staff also worked in partnership with other schools in our network to drive improvements in Literacy and Numeracy. There was a major focus on Literacy, and in particular Writing. This included Curriculum Days in collaboration with writing guru Misty Adoniou. This learning was taken back to school and implemented in all classrooms.

The impact of this Key Improvement Strategy was evident in the data. Students continued to improve in both English and Mathematics, with Teacher Judgement of student achievement data well above the State average at 92.7% (English) and 95.5% (Mathematics). In Reading, Year 3 students in the top 3 bands of NAPLAN remained steady at 68.2% (4 year average 68.5%) and Year 5 students showed significant growth in the top 3 bands at 81.8% (4 year average 65.6%). In Numeracy, Year 3 students in the top 3 bands dipped below our 4 year average of 57.4%, to 40.9% and Year 5 held steady at 63.6% (4 year average 65.6%)

### Wellbeing

WELLBEING Key Improvement Strategy: Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

In 2022, the work of this Key Improvement Strategy focused on implementing an agreed approach to teaching, monitoring and responding to student health and wellbeing. This encompassed establishing a Wellbeing team whose work included researching, planning and documenting a school wellbeing strategy which led to the whole school approach and delivery of the Respectful Relationships curriculum. Contained within this work was the creation of an action plan and staff professional learning on the Respectful Relationships curriculum. The ongoing work of the school Chaplain continued in order to support vulnerable students in individual, small group and classroom-based sessions.

Priority was also given to the development of student voice and agency. The Department's evidence based document 'Amplify' was used to support this work in staff professional learning sessions. Data from the Year 4 to Year 6 Student Attitude to School Survey was also used to reflect on and drive this work.

Another Wellbeing priority from this Key Improvement Strategy was a to develop a sharper focus on explicitly teaching the school's C.A.R.I.N.G. values across the school. This comprised of more explicit teaching of the school's values in all classrooms, increased and updated signage of the values around the school and promotion and recognition of the values at assemblies.

Data from this Key Improvement strategy clearly demonstrated that Respectful Relationships and the school's values were explicitly taught across the school, however Wellbeing student data was limited to only Year 4 – Year 6 students (completed though the Department's Student Attitude to School Survey). This data indicated that in 2022, sense of connectedness remained similar at 63.6% to the 4 year average of 65.9%. Management of bullying dropped to 55.6%, with a 4 year average of 65.7%. Moving forward, the school will investigate the use of survey data to glean a broader overview of student attitude and opinion from Foundation through to Year 6.

## Engagement

Student engagement was a key enabler of both student learning and wellbeing at Wandin Yallock Primary School. In 2022, teachers continued to prioritise student and community relationships and engaged in actions that supported student learning, participation and sense of belonging.

There was a focus on continuing to build strong relationships and active partnerships between the school and families, communities and organisations to strengthen students' participation and engagement in school. Having a smoother year in terms of COVID restrictions meant that the community was able to connect in ways that had not been possible since pre-COVID. This included in-person parent/teacher conferences, assemblies and community events such as the Art Show, Colour Run, working bees, end of year picnic etc. As well as uninterrupted student face -to-face learning, students across the school were also given leadership opportunities including involvement in the Junior School Council.

At Wandin Yallock, we continue to value all of our Year 6 students as leaders. Every Year 6 student was given the opportunity to have input into school programs and our school community. This encompassed organising and running school assemblies and representing the school as student leaders within the school and the wider community. The school's buddy program also ran successfully in 2022. The program, which involves Year 6 students being paired with a Foundation student, helped to promote friendship and foster a greater sense of belonging and inclusivity within the school community.

Our wider school leadership team is the Junior School Council. We continue to work to source and provide opportunities for our students to actively demonstrate leadership values in school and the community and we seek to ensure more authentic involvement in school decision-making. In 2023 we also hope to reinvigorate the Mont de Lancey program with Year 5 and 6 students attending to be leaders on days when other schools attend history-based excursions.

Student attendance is closely monitored. School attendance was a feature of both newsletters and relevant parent meetings. Our 2022 school attendance data indicates attendance rates percentages to be 89% for the whole school, this is down slightly from last year (91%). Across all year levels, the data ranged from 87% to 92%. Short and long-term absences can be attributed to extended family holidays, illness and special circumstances of individual students aligned to individual learning and behaviour plans and COVID. Across the whole school, the average number of absence days of 21.8 was higher than our 4-year average of 17.4% but less than the state average of 23.3 days.

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## Financial performance

The annual result in 2022 was a deficit. This was due to the impact of responding to the needs of all students by deploying staff responsibilities to maximum effect. The 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. The school minimised the deficit by having the Principal teach the equivalent of 1 day per week. Equity funding was received and utilised to provide targeted learning support for students including individual support and the Mini Lit program. In 2022, the school once again received federal funding through the National School Chaplaincy Program. The school's financial position was significantly boosted through the

fundraising efforts of the School Council, with the funding being set aside for upgrade of the 'eating area'. Government funding was also received for a grant to install new shade sails over an outdoor learning space. School Council continued to provide an Outside School Hours Care facility for before and after school care, as well as a school holiday program. The school also continued to manage the Education Centre at Mont De Lancey and hire out the stadium and multipurpose room on a regular basis.

**For more detailed information regarding our school please visit our website at**  
<https://wandinyallockps.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 121 students were enrolled at this school in 2022, 57 female and 64 male.

NDP percent of students had English as an additional language and 0 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).

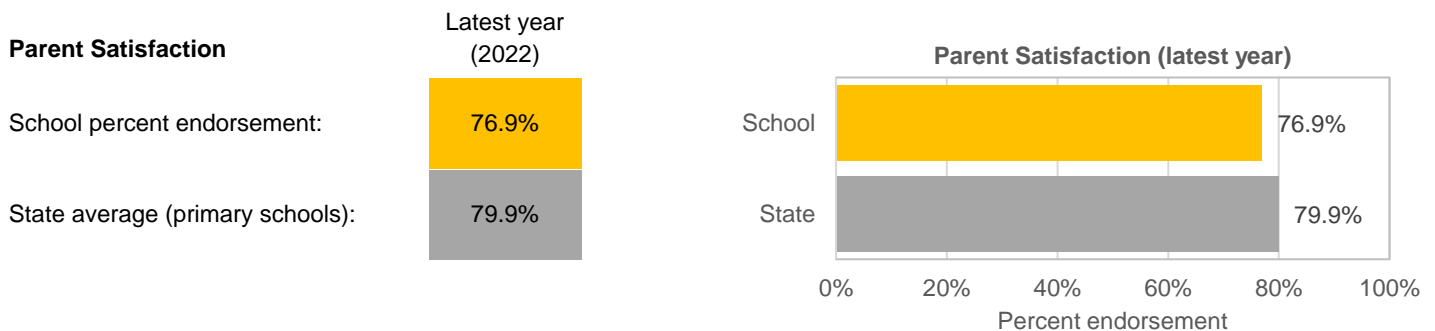
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

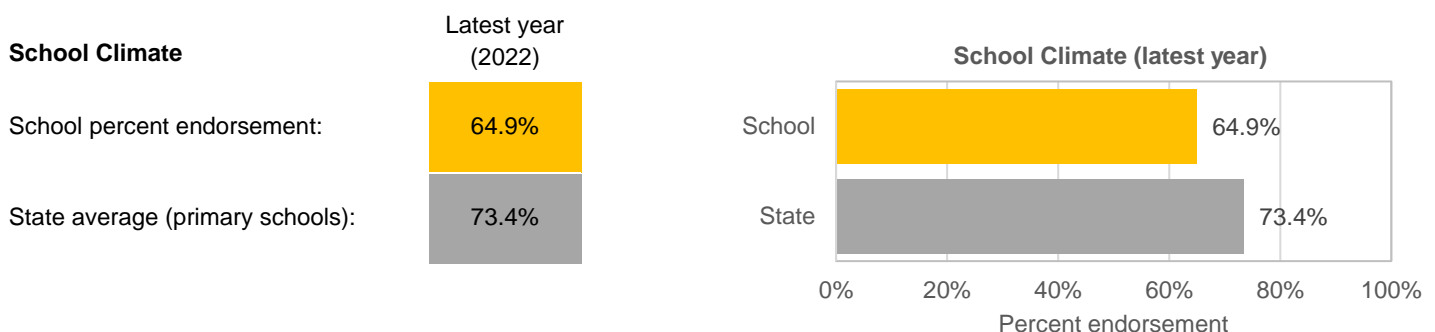


### School Staff Survey

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:

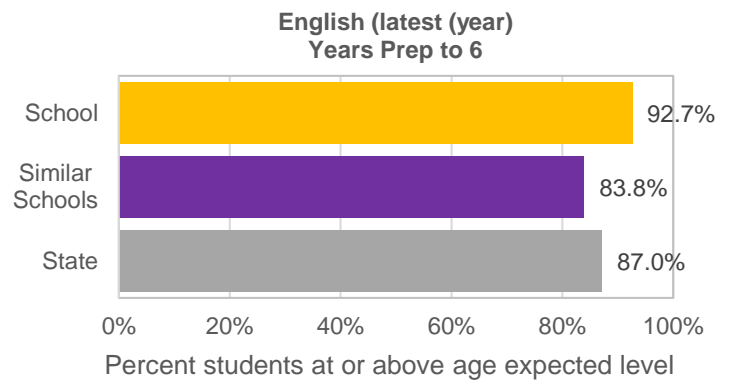
92.7%

Similar Schools average:

83.8%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

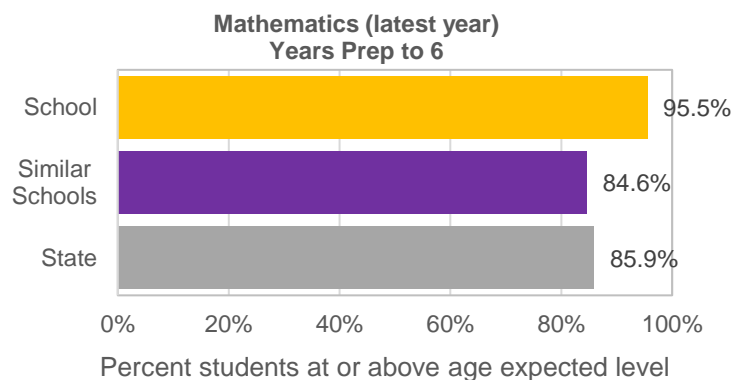
95.5%

Similar Schools average:

84.6%

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.

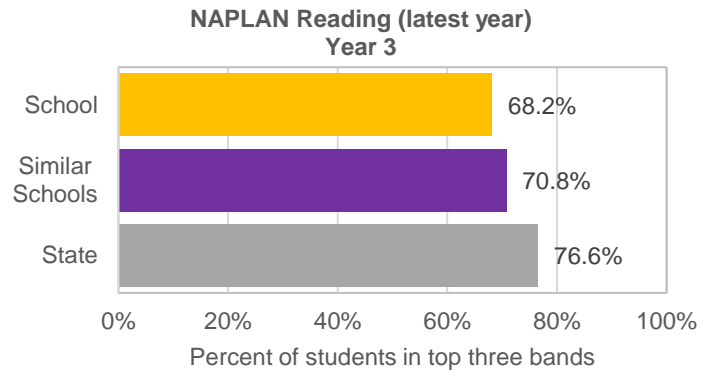
### NAPLAN

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.

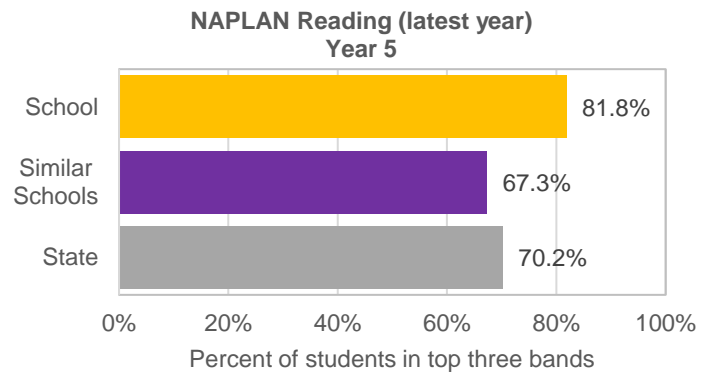
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.2%	68.5%
Similar Schools average:	70.8%	71.8%
State average:	76.6%	76.6%



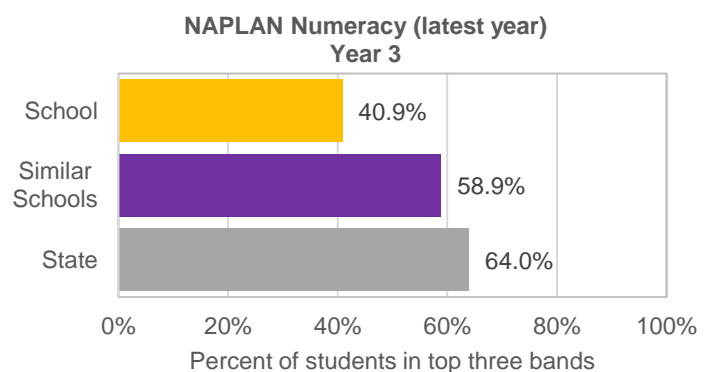
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.8%	65.6%
Similar Schools average:	67.3%	66.0%
State average:	70.2%	69.5%



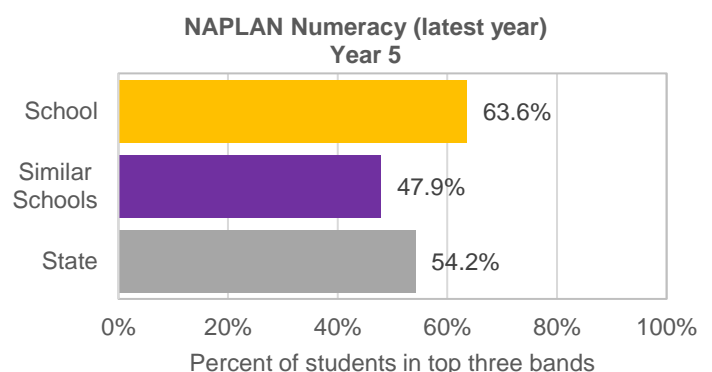
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.9%	57.4%
Similar Schools average:	58.9%	63.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	65.6%
Similar Schools average:	47.9%	52.1%
State average:	54.2%	58.8%



## WELLBEING

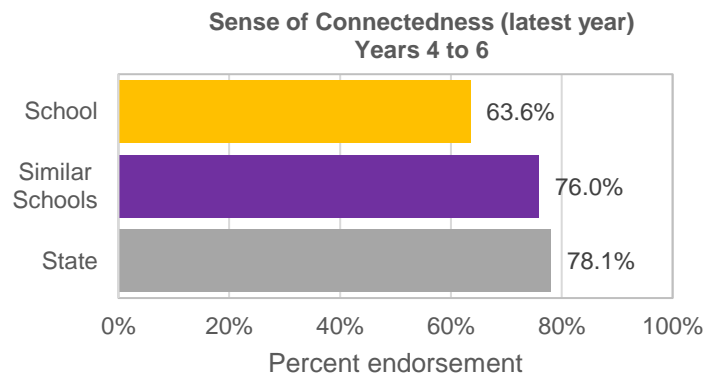
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	63.6%	65.9%
Similar Schools average:	76.0%	77.3%
State average:	78.1%	79.5%

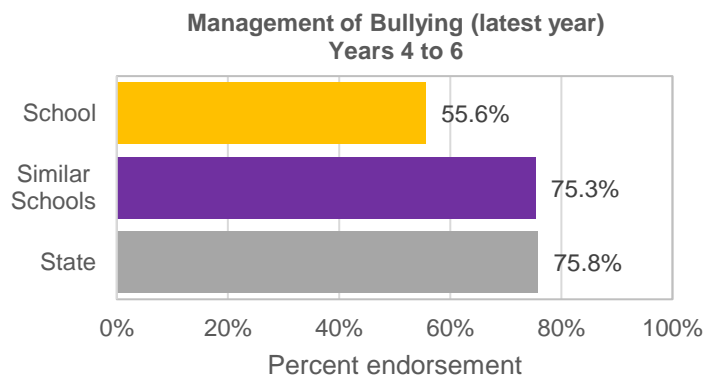


### Student Attitudes to School – Management of Bullying

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:	55.6%	65.7%
Similar Schools average:	75.3%	77.6%
State average:	75.8%	78.3%



## ENGAGEMENT

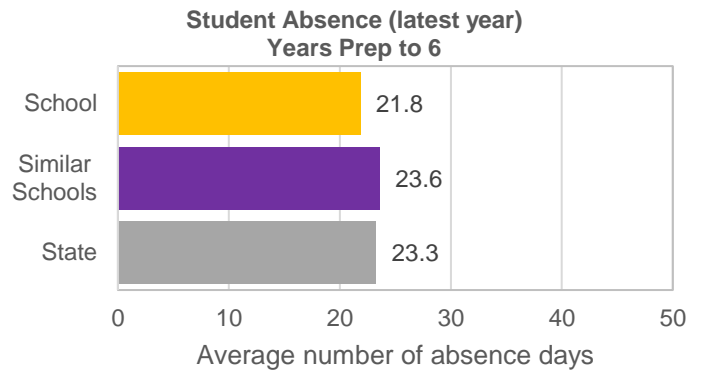
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	21.8	17.4
Similar Schools average:	23.6	17.7
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):	92%	91%	89%	88%	87%	88%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,232,445
Government Provided DET Grants	\$194,347
Government Grants Commonwealth	\$4,060
Government Grants State	\$0
Revenue Other	\$87,969
Locally Raised Funds	\$165,305
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,684,127</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$35,313
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$35,313</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,228,624
Adjustments	\$0
Books & Publications	\$1,844
Camps/Excursions/Activities	\$60,974
Communication Costs	\$2,155
Consumables	\$20,887
Miscellaneous Expense <sup>3</sup>	\$31,986
Professional Development	\$2,867
Equipment/Maintenance/Hire	\$44,904
Property Services	\$74,845
Salaries & Allowances <sup>4</sup>	\$133,508
Support Services	\$42,430
Trading & Fundraising	\$41,867
Motor Vehicle Expenses	\$125
Travel & Subsistence	\$0
Utilities	\$28,731
<b>Total Operating Expenditure</b>	<b>\$1,715,747</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$31,620)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$273,136
Official Account	\$10,783
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$283,919</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$69,665
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,924
Funds Received in Advance	\$17,711
School Based Programs	\$51,268
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$38,868
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$1,312
Capital - Buildings/Grounds < 12 months	\$8,636
Maintenance - Buildings/Grounds < 12 months	\$90,536
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$283,919</b>

*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.*