

2016 Annual Report to the School Community



School Name: Wodonga Primary School

School Number: 37



Name of School Principal:	PAM THIBOU-MARTIN _____
Name of School Council President:	PAUL THORPE _____
Date of Endorsement:	_____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.





About Our School

School Context

In 2016, Wodonga Primary School provided quality education to 802 students from our Regional city. Our school is committed to the Visible Learning principles guided by the research of John Hattie. In 2016 WPS was selected to present at the Visible Learning World Conference. As a Visible Learning school, students from Foundation to Year 6 are actively engaged in the core learning areas of English and Maths while exploring the other subject domains via an inquiry based learning model. Student Wellbeing and Engagement are integral aspects of our school environment with consistent language and approaches implemented from F – 6. Specialist teachers in Visual Arts, Music, PE and Japanese support our school vision of Engage Learning and Expand Minds. In 2016, Wodonga PS had 31 classrooms that were structured to enhance collaborative practices within year levels – teachers plan and implement teaching programs that respond to student data and identified areas of need. Reading, Writing and Math curriculum pathways support students to understand their learning progress. Our Vision Principles of Culture, Challenge, Curiosity and Community underpin all learning.

Strong community connections are evident across our school and local environment.

In 2016, Wodonga PS had 39 equivalent fulltime teaching staff, 3 Leading Teachers, 3 Principal class and 12 Education Support staff.

Framework for Improving Student Outcomes (FISO)

The 2016 Annual Implementation Plan for Wodonga PS focused on the following FISO initiatives:

- **Building Practice Excellence**

The addition of 3 Leading Teacher positions enabled coaching and mentoring of staff to occur on a regular and sustained basis. Support was targeted to staff needs and responded to key expectations around teaching and learning such as instructional approaches and explicit teaching. Use of student data to drive future teaching and learning has been a core element of collaborative meetings. The launch of the WPS Maths Pathway and Maths Guide has provided structure and support around the teaching of Maths in a consistent and focused way across the school. The use of Digital Technologies to drive instruction and student learning has been a major element of 2016. A Vision statement for the school was established with consultation from our school community as well as a strategic approach to implementation

- **Setting Expectations and promoting inclusion**

Wodonga PS has clear expectations for learning behavior – KIND rules and these are taught explicitly throughout the year. In 2016 our school wide focus supported students to develop skills and strategies that build Resilience. This focus involved opportunities for staff and parent workshops via the Resilience Project as well as whole school units of work. Student motivation and engagement was enhanced through the implementation of e-learning strategies and a greater emphasis on student choice and input via our Discovery units. The use of the 'remote' feedback tool across the school supported students to voice their thoughts and opinions around learning as well as valuing their input.

The above strategies have been successful in building the practice of teachers and promoting inclusion

Achievement

Student Achievement requires strong teaching and learning practices that are driven by student needs identified by assessment practices. Throughout 2016 the following foci were implemented:

- Commitment to the Whole Small Whole teaching approach to maximize student learning
- Introduction of the 2-1-2 model to support teachers in implementing appropriate teaching approaches
- Development and implementation of Maths Guide and Pathway – a consistent approach to the teaching of Maths across the school
- Development and implementation of a F-1 assessment tool for Maths to guide teacher instruction
- Use of quadrant data to identify impact on student progress
- Use of individual and cohort data to guide collaborative conversations
- Explorations of different assessment sources to aid teacher knowledge of student needs
- Continuation of Mathletics use and promotion to support student understanding
- Coaching schedule based on teacher needs
- Use of triad process to support critical feedback and feedforward to teachers
- Early Yearas Koori Literacy and Numeracy program implemented for at risk students
- Write Wodonga literacy initiative continued

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

Wodonga PS recognizes the link between engagement in schooling and connections to learning. Throughout 2016, the Discovery cycle was the foci of enhanced student engagement. Within the inquiry based approach students had greater ownership and responsibility for their own investigations leading related to the learning focus. This cycle enabled students to make strong connections with their learning and to link it to their own interests and passions. The achievement and engagement of students in Discovery was reported each Semester. Reflections by students around the Discovery process provided opportunities for student voice as well as valuable feedback to peers and teachers. The learnings were shared to the wider community via our Year Level assemblies – these forums had huge support from our parent community throughout the year – valuing the opportunities for students to showcase their understandings.

Digital Technologies was a focus for Wodonga PS with the development of a vision statement and implementation plan. The addition of further netbooks into each classroom and the provision of a teacher Ipad has supported the embedding of ITC skills and understandings.

Community engagement was promoted through various opportunities to build strong partnerships with families. Teacher Led conferences were introduced to enhance Student Led presentations. Education Week celebrated the learning and engagement of students through a week filled with events – the Art Show and Music concert highlighted the strong commitment to the creative Arts as well as the importance of community connections. The family Science Technology Engineering and Maths (STEM) night was well supported by our families. Further informal events such as Mother's Day High Tea, Father's Day, Scavenger Hunt community events create strong partnerships and build positive relationships with school.

Students were able to broaden their sense of the world via opportunities such as the Great Victorian Bike Ride and our bi annual trip to Japan.

Wellbeing

Student Wellbeing continues to be an important element of everything that we do at Wodonga PS. We value consistency of approach and common language to support student development of social and emotional skills. In 2016 we continued to use Wellbeing data to guide our programming and foci. Student surveys were conducted in March and October to gain individual, cohort and whole school pictures of student wellbeing. This data was able to be used to celebrate areas of strength as well as identifying areas for foci. Small foci groups were conducted for identified students as a response to data. Whole school units were conducted on Resilience and Motivation to collectively develop common understandings and language. The SHRUG strategy was developed with students and promoted with families as a support for dealing with issues independently and confidently. Students are now able to identify the 5 elements of SHRUG and apply them to their classroom and play ground behaviours.

An important aspect of Student Wellbeing is the recognition of vulnerable students and families and the provision of support structures. In 2016 WPS established strong agency connections that enable close links to be developed with a range of services to support families. A new position – Student Engagement Coordinator was introduced in 2016. Student and family referrals were able to access the Student Engagement Coordinator as well as the Chaplain. Data was collected on referrals to indicate primary areas of concern in order for the school to establish proactive responses.

Attendance was a key focus for 2016 with school wide expectations and processes clearly communicated to staff and families. Regular attendance meetings were held to monitor absence data and develop appropriate responses. Communication to families via Compass was timely and supportive with follow up interviews or Attendance plans developed.

For more detailed information regarding our school please visit our website at:
www.wodonga-ps.vic.edu.au



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 802 students were enrolled at this school in 2016, 383 female and 419 male. There were 4% of EAL (English as an Additional Language) students and 8% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>52%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>54%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>46%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>39%</td> <td>47%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>49%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	52%	19%	Numeracy	31%	54%	15%	Writing	35%	46%	19%	Spelling	39%	47%	15%	Grammar and Punctuation	32%	49%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	52%	19%																							
Numeracy	31%	54%	15%																							
Writing	35%	46%	19%																							
Spelling	39%	47%	15%																							
Grammar and Punctuation	32%	49%	19%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	95 %	93 %	94 %	91 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	94 %	95 %	93 %	94 %	91 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>

How to read the Performance Summary

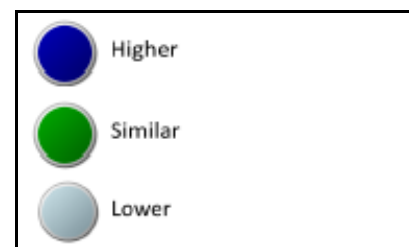
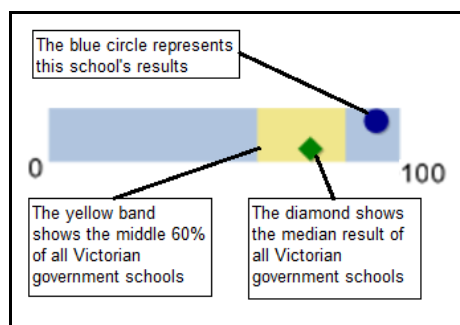
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show 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, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

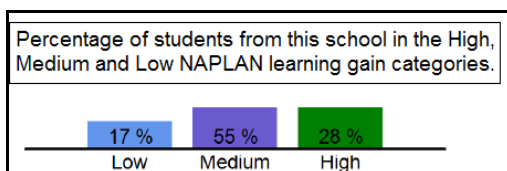
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The School comparison is a way of comparing school performance that 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 Aboriginal 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:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$5,565,151
Government Provided DET Grants	\$1,100,540
Government Grants Commonwealth	\$231,831
Revenue Other	\$20,895
Locally Raised Funds	\$604,638
Total Operating Revenue	\$7,523,054

Expenditure	
Student Resource Package	\$5,133,796
Books & Publications	\$5,520
Communication Costs	\$13,080
Consumables	\$110,312
Miscellaneous Expense	\$309,400
Professional Development	\$4,748
Property and Equipment Services	\$433,975
Salaries & Allowances	\$506,809
Trading & Fundraising	\$115,536
Travel & Subsistence	\$465
Utilities	\$57,884

Total Operating Expenditure **\$6,691,524**

Net Operating Surplus/-Deficit **\$831,530**

Asset Acquisitions **\$20,000**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$701,054
Official Account	\$26,791
Other Accounts	\$15,737
Total Funds Available	\$743,583

Financial Commitments	
Operating Reserve	\$223,730
Asset/Equipment Replacement < 12 months	\$169,850
Capital - Buildings/Grounds incl SMS<12 months	\$7,901
Maintenance - Buildings/Grounds incl SMS<12 months	\$66,055
Revenue Received in Advance	\$42,806
School Based Programs	\$103,801
DET Central Coordination	\$106,522
School/Network/Cluster Coordination	\$7,181
Asset/Equipment Replacement > 12 months	\$15,737
Total Financial Commitments	\$743,583

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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