

2022 Annual Report to the School Community

School Name: Wodonga Primary School (0037)



- 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 21 March 2023 at 01:01 PM by Damian Duncan (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 22 March 2023 at 11:54 AM by Nat Thompson (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

In 2022, Wodonga Primary School was able to complete its School Review process, which was delayed in 2021 due to the pandemic. From the favorable review, our school developed our next body of work, encapsulated in the school's Strategic Plan. A strong emphasis on the school improvement connection between the wellbeing and engagement of our students with the academic areas of Literacy and Numeracy is clearly outlined in the Strategic Plan.

Wodonga Primary School had an enrolment of 927 students on census day in February of 2022. The demographics of the school places the school in the SFO (Student Family Occupation and Education index) of medium. The school had 444 female students, 483 male students of which, 8 percent were from non-English speaking backgrounds and 7 percent were from Aboriginal or Torres Strait Islander descent. In 2022 the school had 41 generalist classrooms and 6 specialist areas which included, Art, PE, Music, STEM, Languages (Japanese) and Computer Studies.

The classroom support structure is designed around ensuring the ethos of calmer classrooms is enabled in order for students to actively engage in learning. Wodonga Primary School has four Principal class officers, one Principal and three Assistant Principals. All Principals are aligned to designated year levels and also FISO 2.0 areas. This ensures strategic leadership support is substantive and transparent. Seven Leading Teachers further support student wellbeing, engagement and learning. Two Wellbeing and Engagement leaders support our school's tiered approach to engagement and also run highly innovative initiatives around attendance and connectedness through our commitment to the Resilience Project. Two Literacy and two Numeracy leaders support student progress that is equitable through their support in the teacher's capacity to teach to high standards and meet the individual needs of all students. Finally, our PLC (Professional Learning Community) leader ensures deep reflection and capacity building occurs in our teams. Our school was in its 5th year of our PLC Link initiative in 2022.

Our school engages with Regional and DET supports to provide inclusive education for all students, regardless of background, disability, ethnicity or sexuality. Our school has an EAL teacher working with our diverse learners from other cultures, a KESO engaged weekly to support our Torres Strait Islander and Koorie students, a DSM to support our transitioning Defence families and students, as well as our support obtained through the Visiting Teacher program.

Wodonga Primary School continues to be led by its motto, Engage Learning - Expand Minds. Executive decisions and planning goes back to these simple four words. Does the planning, excursions or program engage our students enough to expand their thinking? Five vision principals lead staff in developing independent, life long learners. They are Curiosity, Culture, Community, Collaboration and Creativity, the five C's.

Progress towards strategic goals, student outcomes and student engagement

Learning

The achievement data from the 2022 Annual Report had some promising trends as well as some areas for our school to look further into.

At Wodonga Primary School we have invested heavily in instructional coaching in the areas of English and Numeracy. The results of our efforts are evident in the recent data sets and annual comparisons.

Our teacher judgment scores for reading show that 87% of our students are reading at or above age-expected standards. This is a significant improvement from 2021 outcomes of 83% at or above age-expected standard. In comparison to similar schools, our scores are 3% higher, with similar schools scoring 85%.

Similarly, in Numeracy (Number and Algebra), our teacher judgment scores indicate that 85% of our students are scoring at or above age-expected standards. This is a remarkable improvement from last year's scores of 80%. Again, in comparison to similar schools, our scores are 2% higher, with similar schools scoring 83%.

Our NAPLAN results also reflect our success in English and Numeracy. In Year 3, 67.2% of our students are in the top two bands for reading, and 59% of our students are in the top three bands for Numeracy. While we have not matched the scores of similar schools in this area, we are proud of our students' achievement.

In Year 5, our NAPLAN results show that 61.1% of our students are in the top three bands for reading, and 40% of our students are in the top three bands for Numeracy. Again, we have not matched the scores of similar schools in this area, but we are working hard to close the gap.

Post-COVID19 focuses across the state have had a strong focus on student wellbeing and engagement with a directive of keeping this at the forefront in all operations across the school.

Wellbeing

At Wodonga Primary School, we believe in fostering a positive and supportive learning environment for all our students. In 2022 we made significant progress in this area thanks to the efforts of our wellbeing team. This team is led by two Leading Teachers and includes a school psychologist, a guidance Counselor, and our school dog Barkley.

One of the main areas of focus for our wellbeing team is whole school consistency. To this end, they have introduced a range of new initiatives aimed at improving communication, staff upskilling, and whole school consistency. As a result, we have seen significant improvements in the management of wellbeing at our school.

Some of the achievements in this area include the continued use of our wellbeing hub, which provides a central location for wellbeing resources, information, and support for our students, staff, and parents. The wellbeing team also introduced a new initiative called the KIND program that targets yard behaviour. This program has been a great success and has helped to improve the behaviour of our students during recess and lunchtimes.

In addition to these initiatives, the wellbeing team has also revised our positive climate for learning handbook. This has helped to ensure that all staff members are consistent in their approach to managing behavior and wellbeing. The team has also made ongoing changes to the tiered response to classroom behaviour, which has resulted in improved student behaviour and engagement in the classroom.

Another area of focus for our wellbeing team has been the documentation of wellbeing notes and communications via Compass. They have worked hard to ensure that all information is accurately recorded and shared with relevant staff members and families. This has helped to improve the access of important information for leadership, staff members and families and has ensured that all students receive the support they need to thrive.

Finally, the wellbeing team has had a strong presence at school assemblies, where they have shared information on various topics related to wellbeing, such as gratitude, empathy and mindfulness. This has helped to reinforce the importance of wellbeing and has encouraged our students to take an active role in their own wellbeing.

Overall, the changes made by our wellbeing team have resulted in an amazing transformation of the way wellbeing is managed at our school. We are grateful for their hard work and dedication and look forward to continuing to work together to create a positive and supportive learning environment for all our students.

Engagement

At Wodonga Primary School, we believe that a positive and supportive learning environment is essential for our students' success. As we move forward post-Covid19, we have been strategically focusing on classroom engagement to ensure that all students feel connected to our school.

Another initiative that has been successful in improving engagement is our annual start of school community night. This year, we welcomed families back into the school grounds, and the event was a great success. This event has helped to foster a sense of community and has encouraged families to become more involved in their child's education.

Attendance has also been a key focus for us this year. Our attendance team continues to recognize those classes with the highest attendance at assembly, which has encouraged students to attend school regularly. This focus on attendance has also helped to ensure that all students feel connected to their school and are engaged in their learning.

The school was successful in attaining a grant to engage in "The Resilience Project" for 2022. Through TRP we were provided with some great professional development opportunities for staff, and fun and engaging face-to-face workshops for the kids that focused on the key elements of Gratitude, Empathy, Mindfulness and Emotional Literacy. Further to this, TRP became embedded into our daily practices in the classroom, with lessons occurring multiple times a week. Teacher and Student feedback and engagement was very positive, and as a result the initiative will be continuing in 2023.

Overall, we are proud of the progress we have made in improving engagement at our school. These initiatives have helped to ensure that all students feel connected to their school, are engaged in their learning, and are supported in their educational journey. We look forward to continuing to work towards creating a positive and supportive learning environment for all our students.

Other highlights from the school year

2022 has been a restorative year for Education in Victoria as last year we saw less pandemic disruptions, enabling WPS to rebuild school / community operations and connections. Learning has been paramount in our classrooms, ensuring equity of learning occurs for all students at our school.

In 2022 we continued our focus on Engaging Learning and Expanding Minds in 2022 through the following initiatives...

- Term 1 Community Night
- Teacher Led Conferences
- F- 2 swimming classes
- R-U-OKAY day
- Our Walk-A-Thon
- Defence Kids Club activities
- Burraja Program
- Lions Club Junior Public speaking competition
- Slow Food
- Cross Country
- Student Led Conferences
- Winter School Sports Carnival
- Mother's Day Stall
- Father's Day Stall Colour Run
- Wellbeing Initiative
- Hot Shots Tennis
- Visiting Author
- Athletics carnivals
- Foundation Sumsion Gardens celebration

- Wellbeing activities / website

Financial performance

Wodonga Primary School's annual finance report for the year 2022 is presented below. The school's total operating revenue was \$10,011,098, which consisted of various sources such as the Student Resource Package, Government provided DET grants, Commonwealth and State Government grants, locally raised funds, and other revenue.

The school's expenditure for the year was \$10,064,905. This includes expenses such as Student Resource Package expenditure, property services, salaries and allowances, consumables, equipment/maintenance/hire, camps/excursions/activities, trading and fundraising, communication costs, and miscellaneous expenses. The net operating surplus/deficit for the year was (\$53,807).

During the year, the school made significant investments in infrastructure, including the construction of a new Covered Outdoor Learning Area (COLA), which provided a great space for students to use during wet and hot weather, as well as for school events such as Year Level Assemblies and Graduation. The school's major fundraiser for the year, the Walkathon, raised funds that were used to purchase outdoor furniture for the COLA. The school also undertook fundraising in the form of a Mother's Day Stall and Father's Day Stall, although minimal profits were recorded. The school also operated a school-based Canteen as a Trading Operation, which posted a minor profit- to be reinvested into the Canteen and the school in general.

In addition, the school also made changes to the structure of grounds upkeep and maintenance, employing an onsite employee from 7am-2pm daily, which is represented in this report.

The school's equity funding of \$448,124 was primarily used to fund the Wellbeing Team located in the Wellbeing Hub, which provides support and assistance to students who may need extra help with their wellbeing.

Overall, Wodonga Primary School had a challenging but successful year in terms of finances, investments, and initiatives. The school continues to focus on providing the best possible education and support to its students, while ensuring sound financial management and transparency

For more detailed information regarding our school please visit our website at <http://www.wodonga-ps.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 927 students were enrolled at this school in 2022, 444 female and 483 male.

8 percent of students had English as an additional language and 7 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).

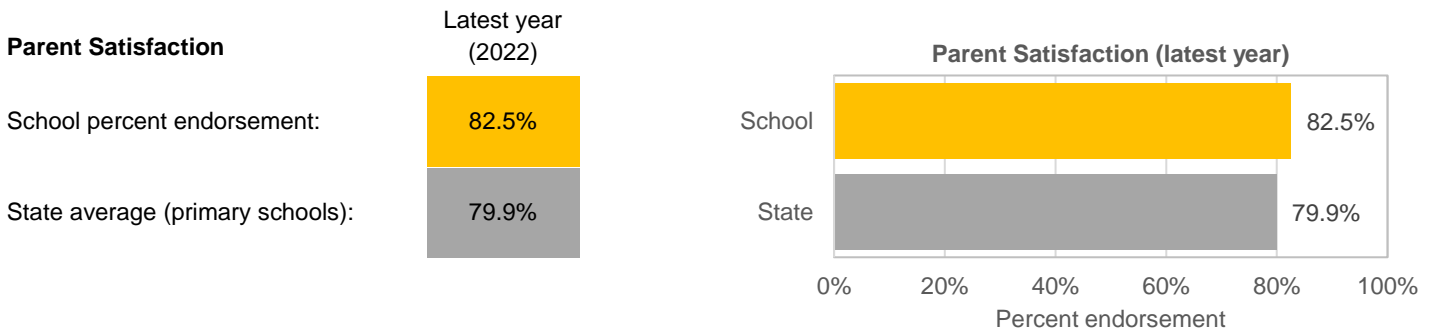
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

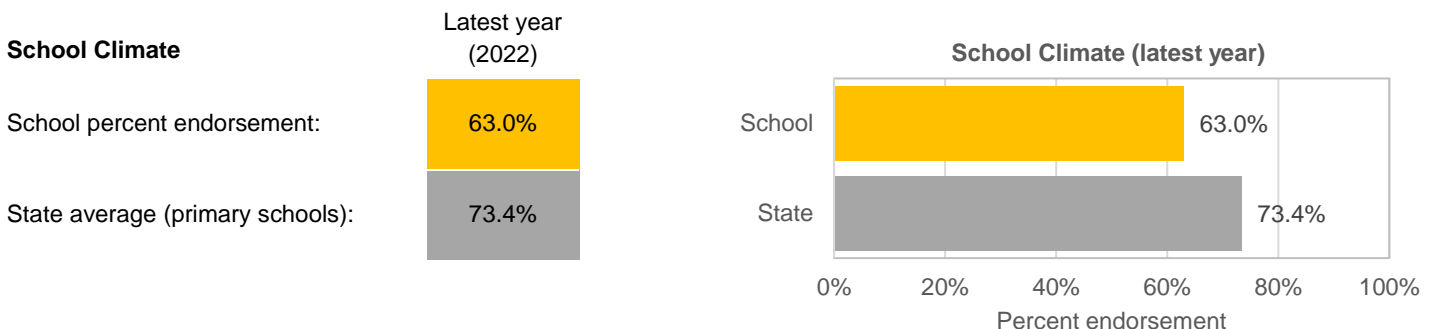


School Staff Survey

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:

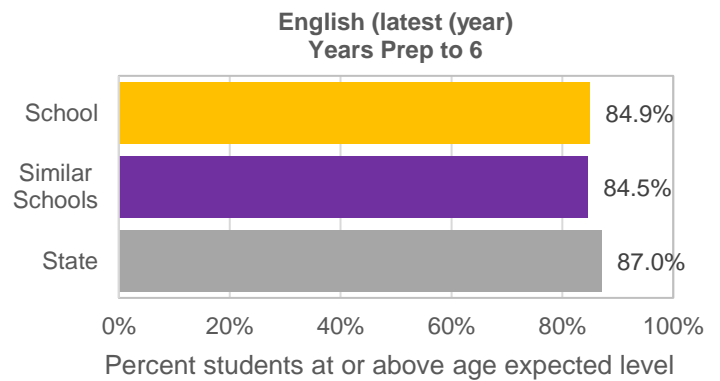
84.9%

Similar Schools average:

84.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

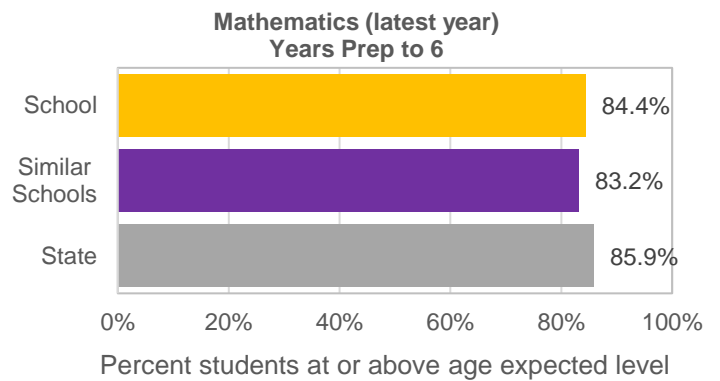
84.4%

Similar Schools average:

83.2%

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.

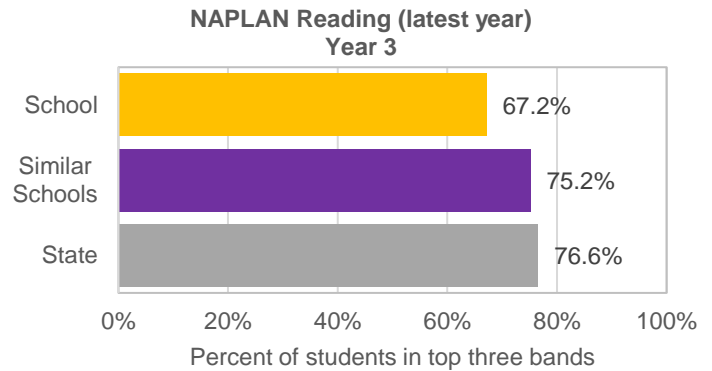
NAPLAN

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.

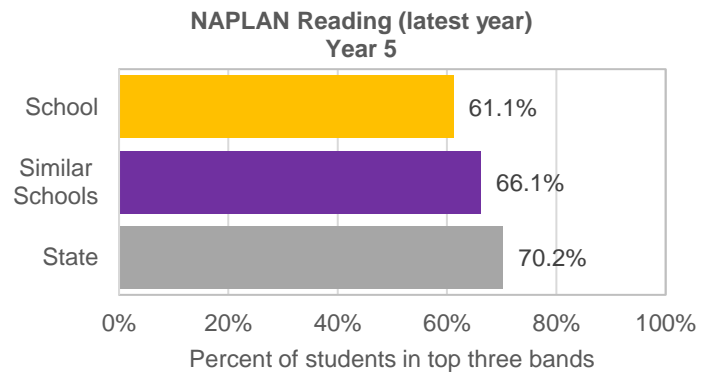
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.2%	68.8%
Similar Schools average:	75.2%	75.3%
State average:	76.6%	76.6%



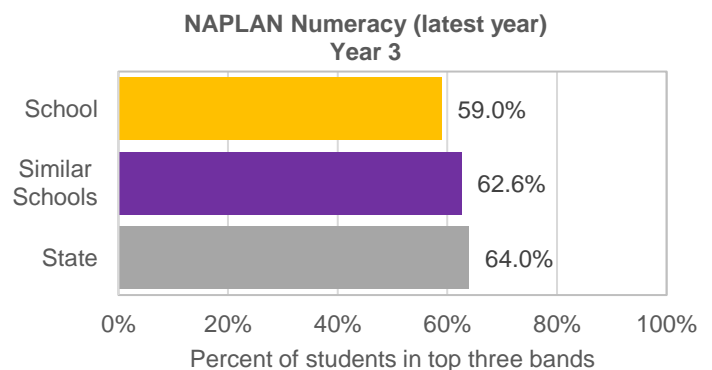
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.1%	65.1%
Similar Schools average:	66.1%	67.8%
State average:	70.2%	69.5%



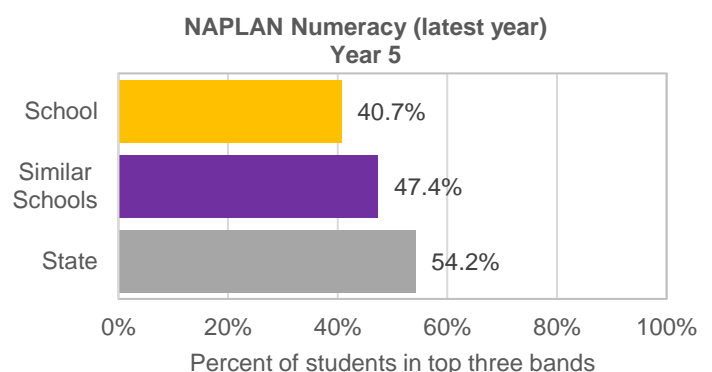
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.0%	60.9%
Similar Schools average:	62.6%	64.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.7%	46.5%
Similar Schools average:	47.4%	54.5%
State average:	54.2%	58.8%



WELLBEING

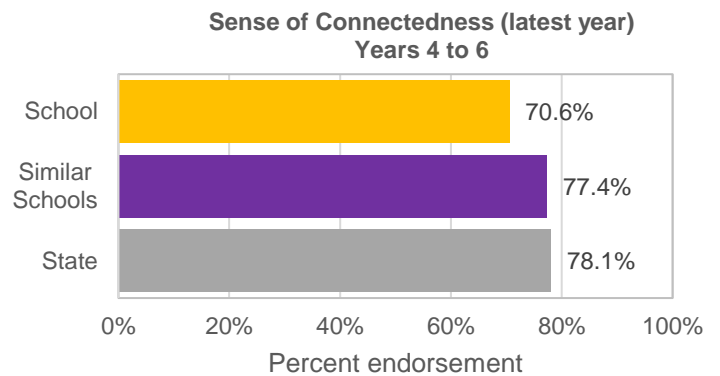
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	70.6%	70.8%
Similar Schools average:	77.4%	79.0%
State average:	78.1%	79.5%

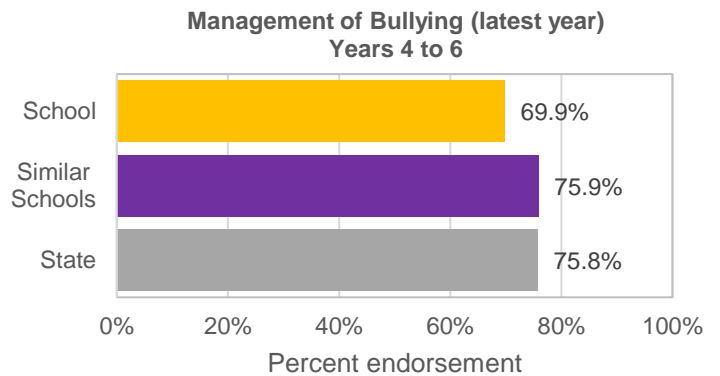


Student Attitudes to School – Management of Bullying

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:	69.9%	71.7%
Similar Schools average:	75.9%	78.4%
State average:	75.8%	78.3%



ENGAGEMENT

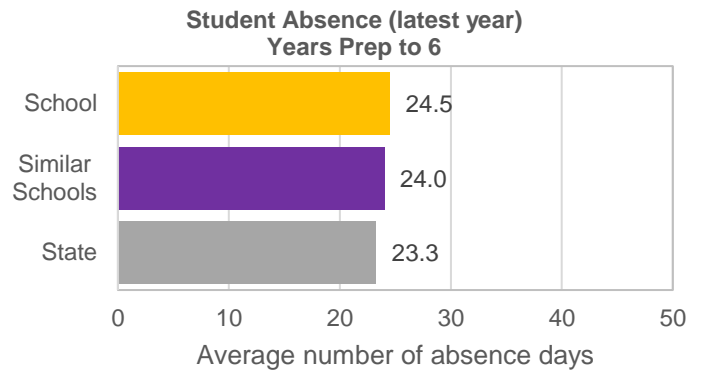
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.5	17.0
Similar Schools average:	24.0	17.3
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%	89%	89%	88%	87%	86%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,358,454
Government Provided DET Grants	\$1,186,177
Government Grants Commonwealth	\$16,903
Government Grants State	\$10,000
Revenue Other	\$38,481
Locally Raised Funds	\$401,082
Capital Grants	\$0
Total Operating Revenue	\$10,011,098

Equity ¹	Actual
Equity (Social Disadvantage)	\$448,124
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$448,124

Expenditure	Actual
Student Resource Package ²	\$8,484,398
Adjustments	\$0
Books & Publications	\$5,208
Camps/Excursions/Activities	\$162,313
Communication Costs	\$16,620
Consumables	\$111,541
Miscellaneous Expense ³	\$36,900
Professional Development	\$21,515
Equipment/Maintenance/Hire	\$161,101
Property Services	\$388,180
Salaries & Allowances ⁴	\$438,236
Support Services	\$41,905
Trading & Fundraising	\$113,349
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$83,639
Total Operating Expenditure	\$10,064,905
Net Operating Surplus/-Deficit	(\$53,807)
Asset Acquisitions	\$286,527

- (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	\$1,428,406
Official Account	\$65,275
Other Accounts	\$0
Total Funds Available	\$1,493,681

Financial Commitments	Actual
Operating Reserve	\$223,073
Other Recurrent Expenditure	\$31,891
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$278,325
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,080
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$425,000
Maintenance - Buildings/Grounds < 12 months	\$361,741
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,331,109

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.