

# 2022 Annual Report to the School Community

School Name: Wattle Glen Primary School (4060)



- 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 31 March 2023 at 10:54 AM by Melanie McLennan (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 14 April 2023 at 04:36 PM by School Council (School Council President)

## 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

Wattle Glen Primary School is situated in the leafy, semi-rural suburb of Wattle Glen, approximately 30 kilometres North East of Melbourne. Our school facilities consist of the renovated main school building and three sets of double portables. The main building contains a library, classrooms, first aid room, administration area, a shared space and the Out Of Hours Care (currently run by Camp Australia). One double portable houses Visual Art, Performing Arts and STEM and the other two double portables contain classrooms. In 2022, the school finished the year with 99 enrolments. The staff mix comprises of new and experienced staff. The school offers a comprehensive curriculum, with a strong emphasis on Evidence Based Programs. Specialist programs are provided for Visual Arts, Performing Arts, Italian, Physical Education and STEM. We work with School Sport Victoria to run specialised sporting programs each term. Our school values of "Respect, Kindness, Resilience and Curiosity" were voted on by students, staff and the wider school community. Chromebooks, iPads and interactive whiteboards/TVs are available in all classrooms. Teachers incorporate new technologies into their teaching practice. The school strongly values the partnerships between home and school and is committed to empowering all students to take responsibility for their learning. In 2022 we were selected to be a part of the "School Wide Positive Behaviour Supports" initiative and we are now consolidating and extending our learning around SWPBS. This culminated in us receiving the Bronze level award. Our Tutor Learning program includes literacy and mathematics extension, and intervention. Our Attitudes to School Survey, Staff Survey and Parent/Caregiver/Guardian Survey results are consistently high and in 2022 we were ranked as a school of influence. In 2022, we celebrated our 100 year anniversary with a three day event; Friday night we hosted an alumni dinner, Saturday was our school fete and Sunday was our open day for exploring through memorabilia.

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

### Learning

Our students returned to school for a full year of onsite learning. This brought about challenges and celebrations. Our 2022 SPR shows Reading and Engagement are in the 'Renew' measure in the performance category. Our year 3-5 reading results increased significantly, with "at or above benchmark" growth in the influence performance measure group. Our engagement measure was already high, and has been maintained, which results in renew. Our Achievement (Numeracy) remains our biggest target area. All of our benchmark growth targets were met. By tracking and monitoring growth and performance, and implementing evidence based practices we expect our data to continue to improve. Our student academic achievement, indicated below, was extremely pleasing: WGPS had 92.66% of prep-grade six students at or above benchmark for English (overall). Similar Schools results were 88.6% and the State Average was 87.33% of prep-grade six students were at or above benchmark. WGPS had 86.33% of prep-grade six students at or above benchmark for Mathematics (overall). Similar Schools results were 88.33% and the State Average was 86.66% of prep-grade six students were at or above benchmark. Our data indicates that numeracy will be an area of focus in 2023, and we will be continuing our work with a mathematics consultant.

### Wellbeing

We consciously continued to work to embed inclusive practices in all aspects of school life, and improve our School Wide Positive Behaviour Support. All students work within the framework of Acceptable Use of Technology Agreement. The successful planning and implementation of SWPBS, Values units each term and our PATHS program helped our students cope with the return of fulltime onsite learning. Wellbeing activities such as R U OK? Day, our school camp, grade two/three sleepover, prep breakfast, grade one late stay, breakfast club, interschool sport and leadership day, end of year fun day, graduation and end of year concert were all able to take place and our student's well being was nurtured. Spending more time with their friends and stepping out of their comfort zone clearly improved their connections with their peers and gave their school life a sense normalcy. The Art Therapy program continued to be available weekly for any student that required further support, and allied health professionals were encouraged and available to operate onsite. Our 100 year birthday celebration was able to take place and this was an opportunity for the families and community members to feel a sense of connectedness to the school, and an opportunity to reminisce with old school friends face to face. It was a lovely occasion to celebrate and create new memories.

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## Engagement

Our work centered around developing learners who demonstrate the Wattle Glen values. Our percentage of students who were absent for more than 20 days in 2022 was 55%, similar schools were 46% and the state average was 44%. This highest percentage of student absence was Medical/illness (11.66% of absence). Most students and their families understand the importance of regular school attendance, however, since the pandemic families are more inclined to keep their sick children at home. Our 2022 AtoSS data indicates students feel connected to WGPs and feel they are supported to succeed and there is an expectation to succeed. Data to support this includes 92% endorsement for "Sense of Connectedness" (Similar schools 76% and State 78%) and 100% endorsement for "High Expectations for Success" (Similar schools 93% and State 93%) Prep and grade six buddy sessions were a highlight and assisted the preps to transition smoothly to school whilst giving the grade six students leadership opportunities. The majority of grade six students undertook a leadership role including school captain, vice-captain and house captains. All grade six students were trained to be peer support leaders and the implementation of this initiative was very successful. Mixed age group activities were very successful and enjoyable for all students. Lunch time clubs were also implemented to ensure all students had the opportunity to take part in being healthy and active. Structured sports such as tennis were organised, as was Minecraft club to provide an opportunity for a quieter, indoor space for engagement and social interaction.

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## Financial performance

Our operating statement summary for the year ending 31 December 2022 indicates our High Yield investment Account ended with \$74,593, and our official account ended with \$11,805. We did not receive any extraordinary revenue or have extraordinary expenditure, and due to the low-medium SFOE, the school receives minimal equity funding. The Fundraising and other locally raised funds were approximately \$18000. We received \$20 000 as part of the "Graduate Teacher Program-Transforming the First Years of the Teaching Career" and we were able to provide extensive professional learning and resources with these funds for our graduate teachers and mentors. We were also a Graduate Teacher Program-Transforming the First Years of the Teaching Career Hub school and hosted several events throughout the year. Funding was provided to host these events.

**For more detailed information regarding our school please visit our website at**  
<https://www.wattlegps.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 92 students were enrolled at this school in 2022, 42 female and 50 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).

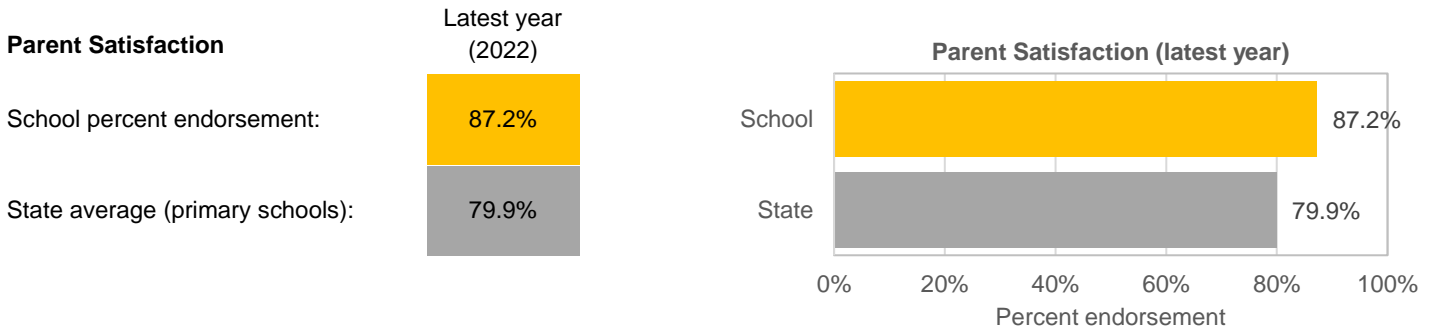
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

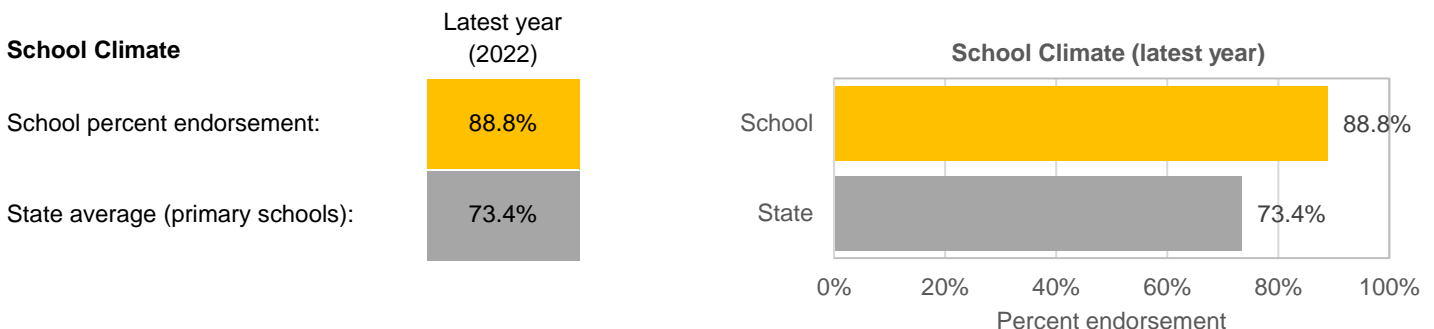


### School Staff Survey

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:

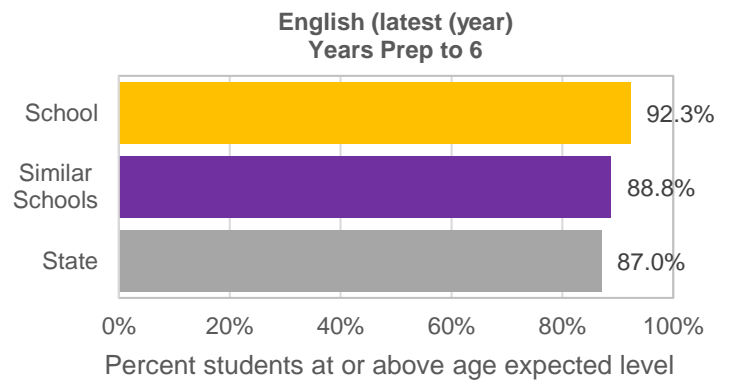
92.3%

Similar Schools average:

88.8%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

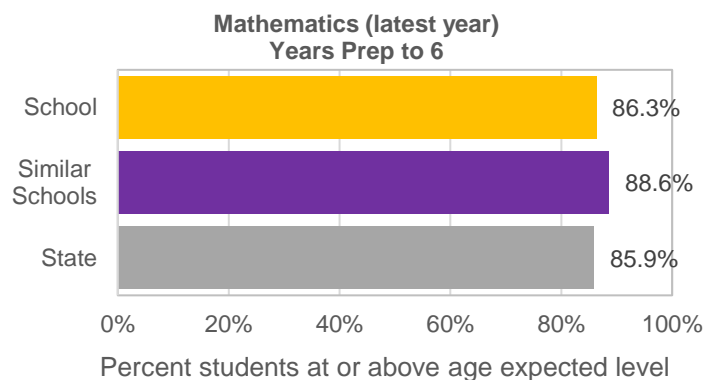
86.3%

Similar Schools average:

88.6%

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.

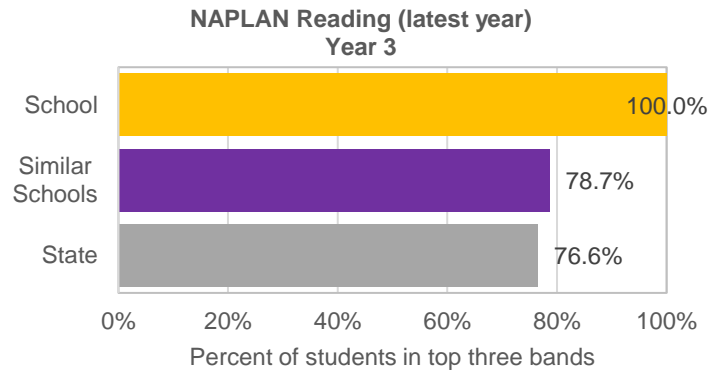
### NAPLAN

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.

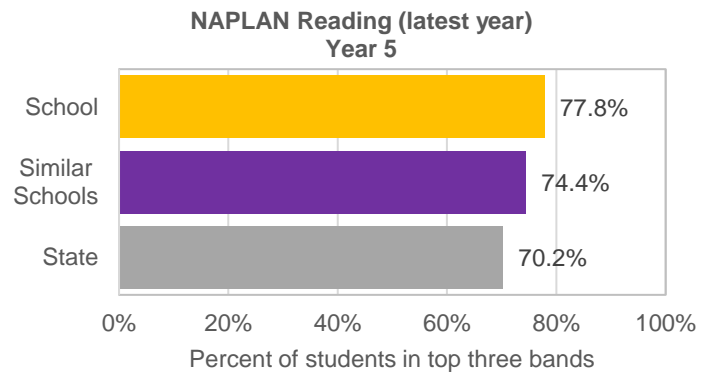
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	89.6%
Similar Schools average:	78.7%	78.6%
State average:	76.6%	76.6%



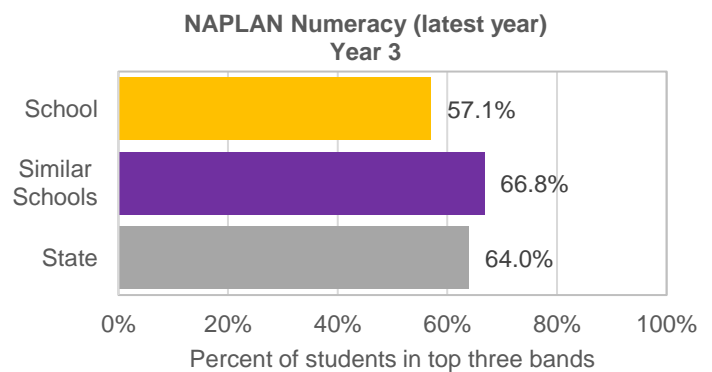
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	93.8%
Similar Schools average:	74.4%	72.3%
State average:	70.2%	69.5%



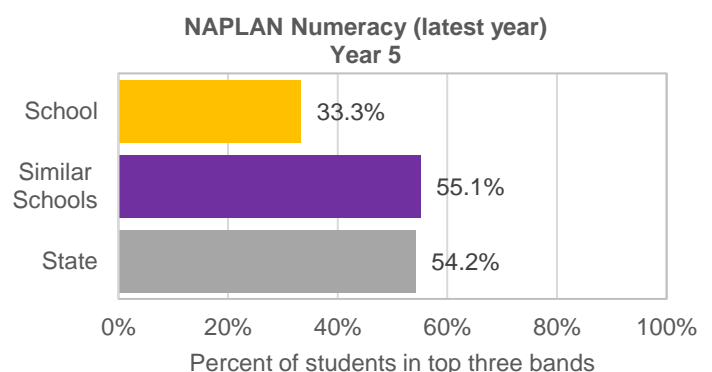
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	68.1%
Similar Schools average:	66.8%	69.2%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	60.4%
Similar Schools average:	55.1%	59.3%
State average:	54.2%	58.8%





## WELLBEING

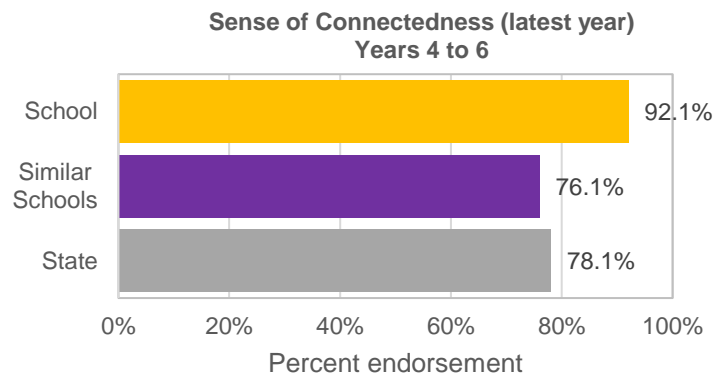
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	92.1%	84.6%
Similar Schools average:	76.1%	76.9%
State average:	78.1%	79.5%

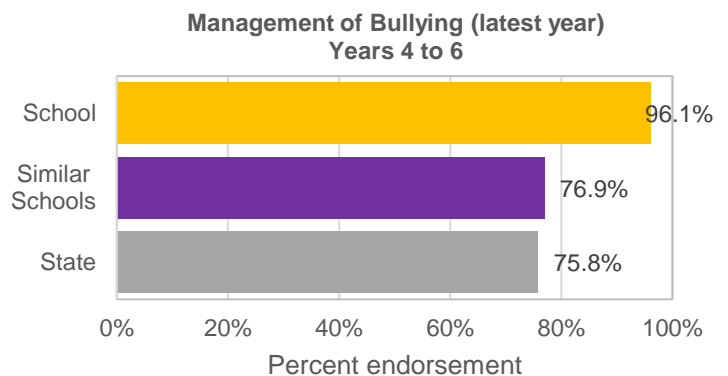


### Student Attitudes to School – Management of Bullying

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:	96.1%	89.2%
Similar Schools average:	76.9%	78.2%
State average:	75.8%	78.3%



## ENGAGEMENT

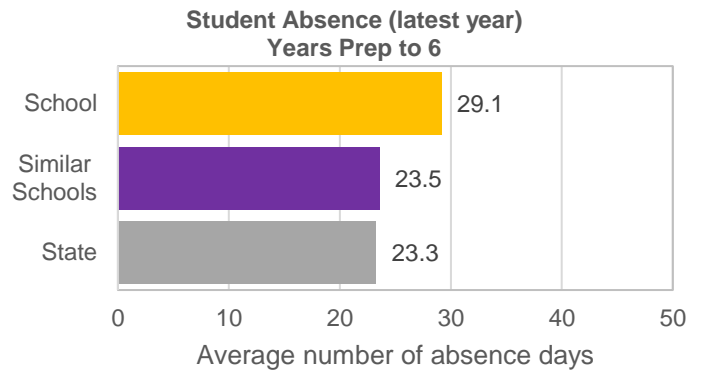
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	29.1	14.4
Similar Schools average:	23.5	17.0
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):	87%	88%	86%	87%	83%	83%	85%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$982,434
Government Provided DET Grants	\$148,980
Government Grants Commonwealth	\$1,530
Government Grants State	\$5,287
Revenue Other	\$1,665
Locally Raised Funds	\$93,275
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,233,172</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$7,024
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$7,024</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$884,569
Adjustments	\$0
Books & Publications	\$149
Camps/Excursions/Activities	\$49,414
Communication Costs	\$2,236
Consumables	\$31,437
Miscellaneous Expense <sup>3</sup>	\$6,310
Professional Development	\$14,762
Equipment/Maintenance/Hire	\$12,132
Property Services	\$23,320
Salaries & Allowances <sup>4</sup>	\$56,541
Support Services	\$525
Trading & Fundraising	\$19,563
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,886
<b>Total Operating Expenditure</b>	<b>\$1,111,844</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$121,328</b>
<b>Asset Acquisitions</b>	<b>\$30,767</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	\$71,915
Official Account	\$12,806
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$84,720</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$35,094
Other Recurrent Expenditure	\$3,073
Provision Accounts	\$773
Funds Received in Advance	\$0
School Based Programs	\$36,424
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	\$42,717
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$118,082</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.*