**2022 Annual Report to the School Community**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 27 March 2023 at 11:12 AM by Michael Ramsey (Principal) |

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| * 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
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| Attested on 23 May 2023 at 09:24 AM by Dina Pogrebnoy (School Council President) |

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School Name: Wheelers Hill Primary School (5094)

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

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**

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| **School context** |
| Wheelers Hill Primary School is located in the south-eastern Melbourne suburb of Wheelers Hill 26km from the city centre. The school has approximately 675 students organised into 28 single level classes from Prep to Year 6. The SFOE of the school is 0.1212. The school has experienced significant growth over the last 4 years, increasing in size by 200 students over that time but has now stabilised. Wheelers Hill Primary School has approximately 50 staff which include a Principal, two Assistant Principals in the areas of Wellbeing / Daily Operations and Curriculum / Assessment, one leading teacher (mathematics), two learning specialists (ICT and Enrichment), 28 classroom teachers, a number of specialist subject teachers, administration staff and teaching aides. The school has no Aboriginal staff members. The school prides itself on consistently high academic results which are well above the state average and similar schools. This high achievement is founded on high quality, evidence based teaching and learning programs. Along with high academic standards the school also offers a comprehensive specialist program which includes students studying visual arts, STEM (coding and robotics), performing arts, physical education and two languages, Mandarin and French, all from Year Prep to Six. The school has no international students in 2022. Wheelers Hill Primary School’s vision is to provide a safe, caring community that values quality education with high expectations of all – students, staff and parents. Our mission is to provide learning experiences, which challenge, extend and motivate all students to reach their full potential intellectually, emotionally, socially and physically. We strive to attain excellent academic results by implementing a diverse curriculum catering for all students and providing programs that value differentiation. Wheelers Hill Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. Wheelers Hill Primary School’s values are Responsibility, Acceptance, Honesty, Resilience and Respect. Responsibility – Being accountable for ourselves, to others and the world we live in Acceptance – Accepting ourselves as we are and acknowledging and accepting differences in others Honesty – Being truthful and fair in what we say and do. Resilience – Adapting and coping with everyday life by, taking risks, being independent and thinking positively Respect – Caring about ourselves, others and the environment around us. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| Wheelers Hill Primary School continues to maintain a high level of academic performance that is above state and like schools as indicated by NAPLAN results. As indicated in AIP and strategic plan and outlined further below, the school has continued to focus on evidence based pedagogical approaches to best grow student learning. The school differentiates student learning to ensure each student is working towards their next point of need, which is informed by an ongoing and effective assessment schedule. Teachers plan lessons and units of work collaboratively, and use the PLC (Professional Learning Communities) to inquire into problems of practice to grow student learning, and to improve their capacity. Student free days, and the school calendar, is structured to prioritise time for teachers to complete assessments (assessment week), term planning days and report writing. In 2022 it was pleasing to see some new programs in the AIP, such as the teacher feedback program, additional student enrichment classes, the Launch / Explore / Summarise problem solving model to start to begin to embed within the school. The school continued to provide additional support for students below curriculum expectations through the Tutor Learning Program in 2023 in the areas of literacy and numeracy. In addition, students who are performing well above, or below curriculum expectations are provided with an IEP to support their learning goals and needs.  |
| Wellbeing |
| In 2022, results of staff, parent  and student surveys related to wellbeing indicate the school is achieving above state and like school levels. The foundation of wellbeing at Wheelers Hill Primary School is the School Wide Positive Behaviour (SWPBS) framework. SWPBS is very well embeded at WHPS and promotes a culture, recognition and reward for positive behaviour, of which is well understood by parents and students alike. Our school values are embedded in SWPBS and also form a foundation for wellbeing, and as with SWPBS, are well recognised used and lived each day by students and staff. The restorative practice approach is used to resolve student conflict, and is supported in the school yard by a trained group of student peer mediators. In the classroom, the Resilience Project, at times supplemented by Respectful Relationships, are the foundation for the explicit teaching of social and emotional leanring. The SWPBS expectations are also explicitly taught in the classroom as well. Students that require additional wellbeing interventions, such as our students on the PSD program, or others that have diagnoses that may require reasonable adjustments have IEPs and are managed together with a wrap around approach by the assistant principal, class teachers, parents and any professionals involved.  |
| Engagement |
| In 2022 the school had an average absence rate for 16 days per student. This is higher than previous years and likely relates to the COVID pandemic. Many students were absent in 2022 as they either had COVID, stayed at home as family members had COVID, or stayed at home as they had COVID like symptoms. However, the average number of absent days was lower than similar schools, and the state average. Now COVID is less prevalent in the community, absence days in 2023 may return to what there were during the pandemic. Wheelers Hill Primary School has not seen an increase in school refusal after the pandemic, as other schools have reported. A culture of high expectation and participation in learning is the norm at Wheelers Hill Primary School. This is evident in student responses in the attitudes to school survey and parent opinion survey. Parents want their children to at school every day, and students want to be at school every day. The school has no specific attendance programs, but the interesting and engaging curriculum, positive classroom cultures and high quality relationships staff have with students, all contribute to better than state attendance data for our school.  |
| **Financial performance** |
| Wheelers Hill Primary School maintained a sound financial position in 2022. The majority of funds the school receives are state government grants that are directed towards staff salaries through the credit budget, and to the ongoing maintenance and operations of the school from the cash budget. The school also receives a small amount of funds from voluntary contributions which are directed towards digital programs, classroom supplies, and through the library and building fund, the maintenance and management of these areas. The 2020-2023 strategic plan, along with the 2022 AIP continued to provide the framework for the school council allocation of funds to support school programs and priorities. The financial performance and position at the end of 2022 shows a total of all reconciled Bank account balances of $1,229,549. The funds carried forward to 2023 will be directed towards long term commitments (ICT Leases for ongoing infrastructure renewal), supporting students with the tutoring, literacy and numerously programs and undertaking school funded capital works and improvements. The school has very minimal funds raised from fundraising due to the folding of the Parents Association after COVID. The school receives a very small amount of equity funding which is used to support students on the literacy support program. The school also receives a small amount of funds through school council contracts to hire the gym and room hire in the school for after school clubs and music lessons.  |
| **For more detailed information regarding our school please visit our website at** [**https://www.wheelershillps.vic.edu.au/**](https://www.wheelershillps.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 674 students were enrolled at this school in 2022, 305 female and 369 male.

58 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

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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 91.2% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 80.5% |
| State average (primary schools): | 73.4% |

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.

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| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 96.0% |
| Similar Schools average: | 95.9% |
| State average: | 87.0% |

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| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 96.2% |
| Similar Schools average: | 95.6% |
| 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.

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| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 94.5% | 94.3% |
| Similar Schools average: | 91.3% | 90.7% |
| State average: | 76.6% | 76.6% |

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| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 94.4% | 90.9% |
| Similar Schools average: | 87.4% | 86.0% |
| State average: | 70.2% | 69.5% |

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| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 89.9% | 92.9% |
| Similar Schools average: | 85.1% | 85.9% |
| State average: | 64.0% | 66.6% |

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| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 87.6% | 88.8% |
| Similar Schools average: | 81.5% | 82.3% |
| 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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 89.3% | 88.7% |
| Similar Schools average: | 82.5% | 83.1% |
| 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 90.0% | 88.7% |
| Similar Schools average: | 77.0% | 79.5% |
| 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.

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| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 16.0 | 11.3 |
| Similar Schools average: | 18.7 | 13.7 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 93% | 90% | 93% | 92% | 92% | 93% | 91% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $5,575,318 |
| Government Provided DET Grants | $441,618 |
| Government Grants Commonwealth | $331,859 |
| Government Grants State | $0 |
| Revenue Other | $17,856 |
| Locally Raised Funds | $1,019,254 |
| Capital Grants | $0 |
| Total Operating Revenue | **$7,385,906** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $5,000 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$5,000** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $5,536,696 |
| Adjustments | $0 |
| Books & Publications | $10,014 |
| Camps/Excursions/Activities | $225,214 |
| Communication Costs | $4,294 |
| Consumables | $101,381 |
| Miscellaneous Expense 3 | $29,697 |
| Professional Development | $25,552 |
| Equipment/Maintenance/Hire | $206,374 |
| Property Services | $68,026 |
| Salaries & Allowances 4 | $575,678 |
| Support Services | $92,794 |
| Trading & Fundraising | $43,886 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $41,110 |
| Total Operating Expenditure | **$6,960,716** |
| Net Operating Surplus/-Deficit | **$425,190** |
| Asset Acquisitions | **$112,414** |

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 | $663,188 |
| Official Account | $330,580 |
| Other Accounts | $225,557 |
| Total Funds Available | **$1,219,325** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $230,976 |
| Other Recurrent Expenditure | $13,793 |
| Provision Accounts | $18,000 |
| Funds Received in Advance | $0 |
| School Based Programs | $0 |
| Beneficiary/Memorial Accounts | $158,035 |
| Cooperative Bank Account | $71,522 |
| Funds for Committees/Shared Arrangements | $50 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $195,465 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$687,842** |

*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.*