

2022 Annual Report to the School Community

School Name: Warranwood Primary School (3476)



- 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 12:45 PM by Shane Harrop (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 04 April 2023 at 09:13 PM by Mark Collard (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
-

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

Warranwood Primary School was opened in 1996 and is situated in a largely residential area of the hills between Warrandyte and Ringwood some 30km east of the city of Melbourne. The school facilities include bright open-space classrooms, gym, performing arts space, art room, Japanese room, expansive library and numerous play spaces that include a variety of play equipment, two basketball courts, oval, upgraded synthetic sports field and shaded natural play areas. The BER program in 2009 allowed the construction of a new six classroom flexible learning space, enhancing the provision of a contemporary learning environment and dynamic, flexible programs for the 434 students enrolled. A VSBA funded major upgrade of all student bathroom facilities commenced in 2020 and were completed at the end of term 1 in 2021. School organisation is based on multi-age class teams. The teaching teams plan, implement and assess collaboratively, supporting differentiated- point of need, delivery of rich learning experiences. The school offers a wide range of learning programs that aim to develop the whole child. Support and extension programs cater for the different interests and abilities of students. The HAWK (High Achieving Warranwood Kids) program provides students with a range of interest based academic and social development programs, with the Maths Olympiad extension team consistently awarded in the top 10% of Australasia. Achievement in all aspects of learning and development is affirmed and celebrated by the community.

A key pillar of the philosophy at Warranwood is the focus on high quality specialist teaching programs that are implemented in the areas of Physical Education, Visual Art, Performing Arts and Languages (Japanese). The Japanese program provides opportunity for greatly increased depth in cultural understanding, and includes biennial whole school Japanese Days, residency programs for Japanese interns, Taiko drumming groups and alternate year tours to Japan and hosting arrangements with Japanese sister school Lilyvale Academy. The Performing Arts program includes dancing, singing, acting, media and creative opportunities for all students to perform on stage and in front of the camera using the skills and understandings developed in the whole school sequential program. A wide range of sporting opportunities are delivered through our PE and Sporting programs to enhance student fitness and engagement in their community.

The school values of Respect, Understanding and Integrity encourage the development of high-quality relationships between all members of the school community including students, parents and teachers. These strong connections are considered essential to the development of high-quality teaching and learning environments. Extensive wellbeing and leadership programs are implemented across the school and are incorporated and nurtured through the school's values program. Partnerships with families are highly valued with strong parent engagement and input across the school. Our Positive Education Framework has continued to develop, incorporating positive psychology practices as part of the Maroondah Council and school network +10Program. Warranwood PS has a dedicated School Wide Positive Behaviour Practices team to build upon the strong student culture of caring and community-based connections throughout the learning community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Warranwood's learning achievement in 2022 is something that all in our community can be very proud of. Victorian Curriculum teacher judgement of Warranwood students progress from Prep to Year 6 continued to show strong academic and social and emotional growth during the year, with results at Warranwood well above Similar Schools, and the state average in all areas of English and Mathematics and importantly Wellbeing. These results include 92.9% of Warranwood students performing at or above the expected standard in English and 96.6% of students at or above the expected standard in Mathematics.

2022 NAPLAN results across Reading were again very strong and demonstrating wonderful student progress with Warranwood Year 3 students performing far better than State and similar to like schools with regards to Top Three Bands performance. In Year 5 NAPLAN Reading Top Three Bands performance Warranwood students at (80.0%) again performed better than (similar schools at 79.8%) and the state average (70.2%) also. Warranwood's NAPLAN Numeracy results were also extremely positive with Year 3 Warranwood students performing at 76.4% in Top Three Bands, ahead of similar schools at 74.1%, also significantly above the state average. Our 2022 Year 5 Warranwood NAPLAN Numeracy results (69.6% in TopThree Bands), was significantly above (similar schools at 61.6%) and far above the state average at 54.2%.

Student achievement was tracked regularly across the year with adaptations made where necessary to ensure all students were supported at their point of need. In addition, teachers assessed students in Reading and Mathematics using ACER's Progressive Achievement Tests (PAT) to ensure that all information was correct and targeted for student cohort need. The small number of students who achieved less than a year's growth in 2022 are being supported to ensure they are able to perform at their best. The school has strategically responded by again implementing a Learning Growth leader and program and a tailored response for the whole of 2023 to support students to return to their pre-pandemic learning trajectory. Students continued to develop their Learning Journey documents and practices demonstrating their personal Learning Journey samples to reflect the achievement standards gained and importantly build student voice and agency in their own learning journeys. Warranwood will continue to implement targeted differentiated workshop approaches, build staff capacity in assessment practices and analysis of data for planning of differentiated learning experiences for students, build in student voice and agency for learning growth and encourage high levels of engagement. A specific literacy intervention and support program has been well resourced and has supported student learning across all levels of the school who are not meeting agreed benchmarks. Students supported through the Disability and Inclusion Program all showed personal best progress in achieving individual learning goals as established in their Individual Education Plans at Student Support Group meetings.

Teacher professional development included ongoing learning and implementation for differentiated learning practices with a focus on meeting the needs of diverse learners and point of need targeted learning. Whole staff development in (VOICES- 6 plus 1 Writing Traits) What makes a good writer, ensured whole school consistency of practice in Writing Workshop language, strategies and structures across the school. Learner Agency and Professional Learning Community strategies also underpinned our strategic development work and whole school focus to support clarity about learning and teaching at Warranwood and ultimately student performance and engagement.

Wellbeing

Warranwood PS community takes great pride in and places a significant focus on the importance of community wellbeing for all students, teachers and community members as we understand the direct correlation of the relationship between wellbeing, learning and positive risk taking. This encourages students to feel safe, make mistakes and embrace a growth mindset. The extent and quality of student wellbeing initiatives and approaches in place at Warranwood Primary School effectively lead to a school culture that is based on strong, consistent and respectful relationships at their classroom level, across the school throughout the school community and importantly beyond in their wider communities. The annual Student Connectedness to School survey was again conducted in 2022 and clearly demonstrates how highly Warranwood students view and feel about their collective wellbeing, relationships and safety at school. Student survey results show Warranwood performs far higher than state and similar schools in their sense of connectedness at 88.8% positive endorsement in 2022 compared to 77.4% similar schools and 78.1% for state average. At Warranwood our parent and student partnerships with teachers and understanding of our values and Friendology strategies have resulted in clear management of any bullying/ poor choice behaviour, with surveys showing 87.6% satisfaction of our management of situations compared to similar schools at being far lower at 75.9% and state also being even lower at 75.8% satisfaction.

The vast array of student voice and agency approaches in place such as Eddie the Wellbeing Dog, Buddy Programs, Leadership Programs, curriculum initiative focus groups, Lunchtime Passion Clubs, Greenology Student Representative Council and our unique Warranwood Connect Groups building community across the school provide many rich opportunities to deliver wide and varied personal development experiences for students to cross connect. This develops relationships with students across different classes and grades. These opportunities have assisted students with their internal transitions as well as the transition to secondary school. Importantly staff and parent wellbeing survey results are also extremely high with staff school climate survey results at 81.9% highly satisfied far better than available comparison of state at 73.4% and our parent survey results for satisfaction result even higher at 86.3% highly satisfied compared to available comparison of state at 79.9%.

A key improvement strategy in all areas is the emphasis on wellbeing and relationship programs including Restorative Justice, Learning Pit Growth Mindset, RUI school values, School Wide Positive Behaviours, Respectful Relationships, Mindfulness, Positive Education and the work of our school based Student Welfare Officer. The school values program RUI (Respect Understanding Integrity) has had significant impact across the school, with these values now providing a structure for school norms and the implementation of effective and positive student management. This is also supported by the introduction of School Wide Positive Behaviours and Respectful Relationships. Mindfulness, character traits and pro social skill programs are implemented in all areas of the school and these and associated strategies enhance the work of the Student Welfare Officer and our social emotional learning curriculum. The blending of the Respectful Relationships and School Wide Positive Behaviours programs with Positive Education domains into wellbeing programs and relational approaches further support our students to flourish as resilient and capable community members.

Engagement

Attendance data shows Warranwood's student attendance rates across all levels of the school are a source of great pride for our community at 90% with average student days absent at 20.3 days in 2022. This is far better than the state average at 23.3 days and impressively far better than similar schools at 22.1 days absence. The COMPASS learning management software continues to provide comprehensive student data and allows the school to respond to needs of families with significant student absences. A small cohort of students have a high level of absence who affect attendance data significantly and our school engagement protocols and processes have made significant improvements in supporting students and families feel able to attend more regularly. Our student counsellor has been a great asset in building this engagement relationship and home school partnerships. Work continues with these families to assist them to foster a greater understanding for how their holiday and absence choices impact on student learning and relational confidence for their children. The development of special absence learning plans, partnerships with the Home School Engagement Team and Student Support Groups for students who miss a percentage of any term has been implemented to improve the focus and application of learning supports for these students and families to meet attendance targets.

Regular and numerous parenting support and student guidance workshops have been provided to build parenting capacity around Friendology, Cyber Safety awareness and Learning and Teaching approaches. Highly engaging open ended investigations and rich learning tasks, blended and digital learning experiences and targeted learning approaches have anecdotally given students further reason to be engaged in their learning and their school programs. This involves classroom teachers devising point of need learning programs to engage, motivate and value student voice and agency in their learning whilst still including many elements of play and creativity.

There are extensive opportunities to connect to a range of experiences reflecting the whole child with personal passions in the Arts, Sports, Clubs, Community Outreach, Specific Interests and leadership development also adding to student opportunity to engage and connect in their learning community in a meaningful way.

Other highlights from the school year

Warranwood Primary has a wonderful wide range of highlights to celebrate our students throughout the year. Productions across all levels providing students and families with opportunities to come together and demonstrate enormous skill so students and the obvious sense of fun that is provided from the experiences. Our Wakkikiri National Story Dance team placed first across Australia in a number of judging criteria demonstrating we are a school that really performs! Impressive sportspersonship was highlighted throughout the year with Swimming, Athletics Cross Country and Inter School Sports carnivals allowing students to shine and compete with RUIn characteristics. We were so proud to have students selected for the state team in Athletics and travel interstate to represent Victoria.

As a community we were able to hold our Spring Fair and enjoyed what can only be described as a spectacular day of community connection and joy. Our Trivia Night was also a wonderful community event and provides a wonderful opportunity for parents to come together as community. Our Science and Technology Fair showed off student curiosity and problem solving skills and engaged the wider community with an open night celebration.

Student camping programs remained an important component of our whole child approach and highlighted of our educational experience with camps to Lady Northcote for Middle School students and Camp Rumbug near Wilsons Prom for Senior School students. These amazing experiences will certainly hold an important place in student memories.

Financial performance

Warranwood PS used its equity funding to support student learning through personal learning programs for attendance, emotional support and learning assistance. School Based Funding supported the implementation of Learning Intervention initiatives for students across all levels of the school and classroom assistance by Education Support Staff to meet the needs of students. Covid impacted school finances for a third year with significant staff absence and CRT costs increased. Locally raised funds were significantly improved with the community able to meet again with many opportunities for community to come together including the SPRING FAIR AND TRIVIA NIGHT to name two. Funds raised have been allocated towards our courtyard redevelopment project planned for 2023. The OSHC program continued to operate at a diminished capacity in the early parts of the year resulting in a significant loss of income from rental agreements however this has started to improve in the second half of 2022.

The total funds available are budgeted through the financial commitments summary which comprises operating reserve, funds received in advance, school-based programs and maintenance projections.

For more detailed information regarding our school please visit our website at
Warranwood.ps@education.vic.gov.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 433 students were enrolled at this school in 2022, 185 female and 248 male.

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

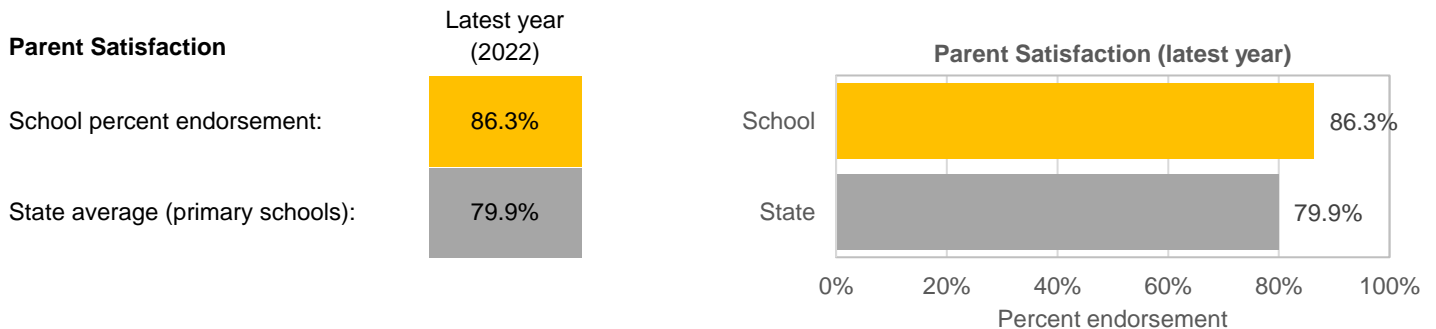
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

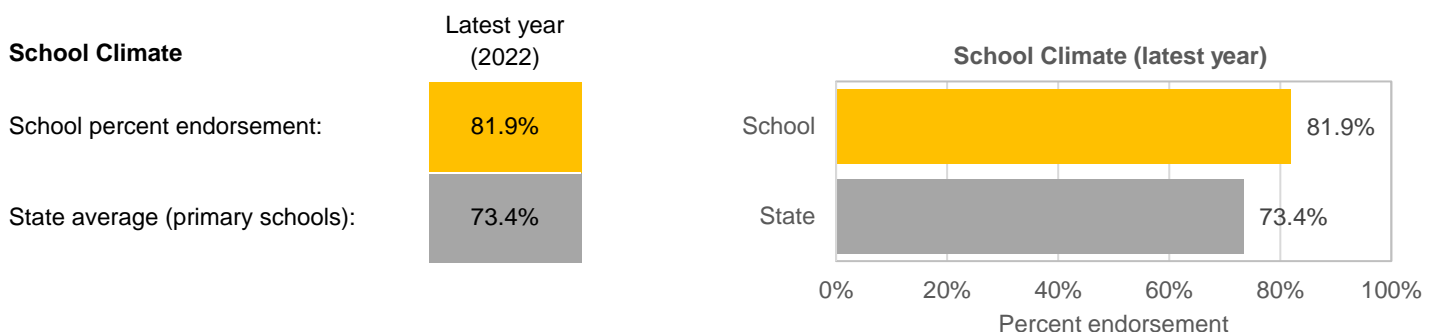


School Staff Survey

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:

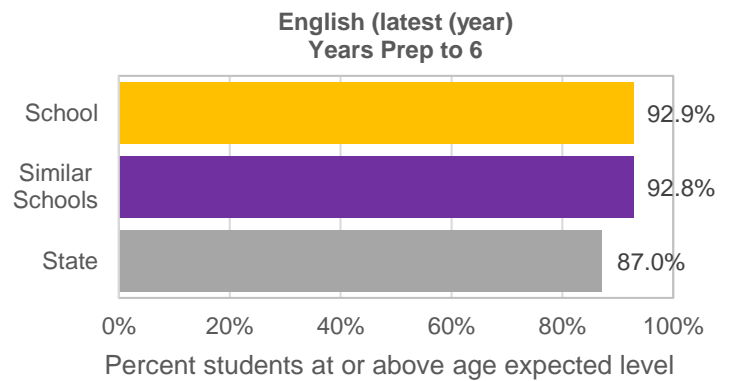
92.9%

Similar Schools average:

92.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

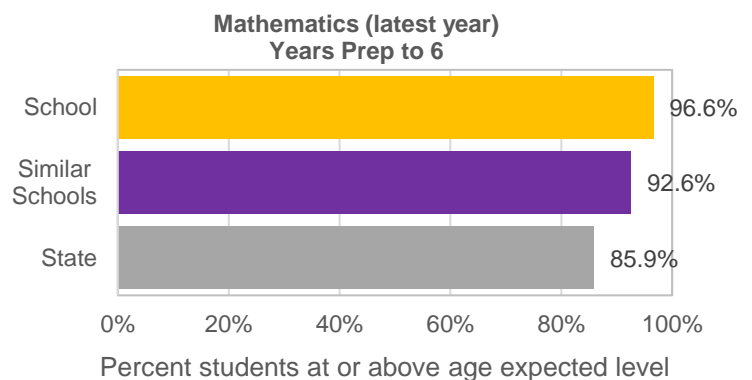
96.6%

Similar Schools average:

92.6%

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.

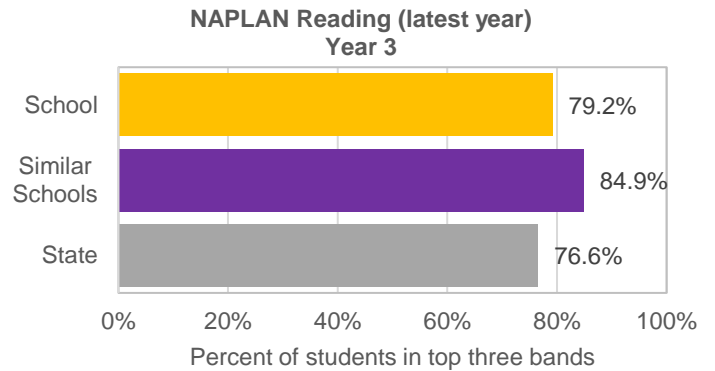
NAPLAN

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.

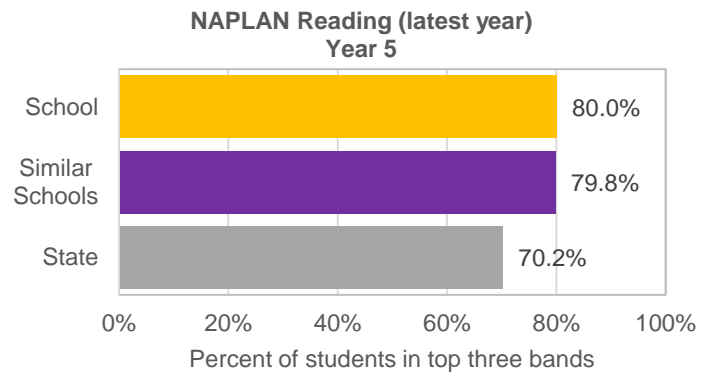
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.2%	84.0%
Similar Schools average:	84.9%	85.3%
State average:	76.6%	76.6%



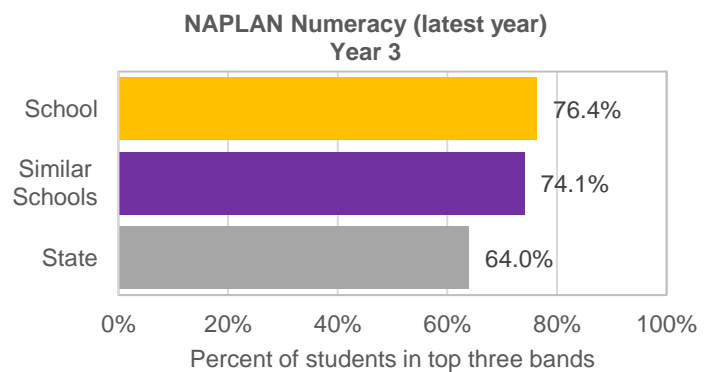
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	81.5%
Similar Schools average:	79.8%	79.2%
State average:	70.2%	69.5%



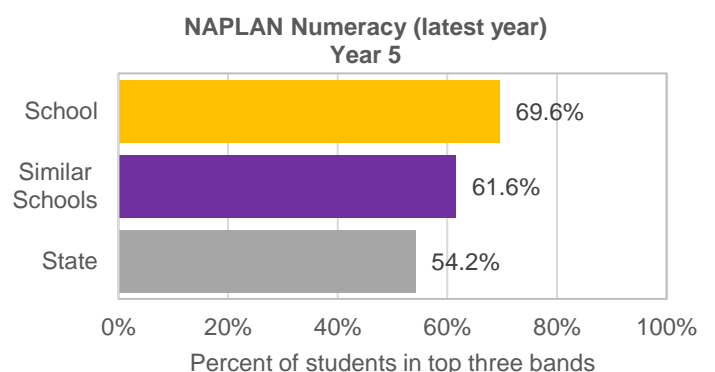
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.4%	76.4%
Similar Schools average:	74.1%	76.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.6%	68.1%
Similar Schools average:	61.6%	67.0%
State average:	54.2%	58.8%



WELLBEING

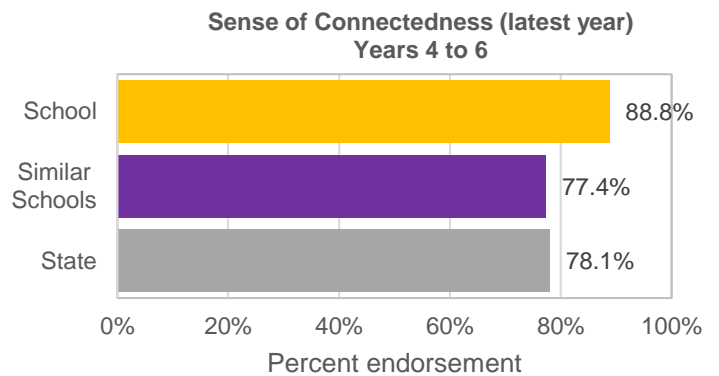
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	88.8%	88.3%
Similar Schools average:	77.4%	78.9%
State average:	78.1%	79.5%

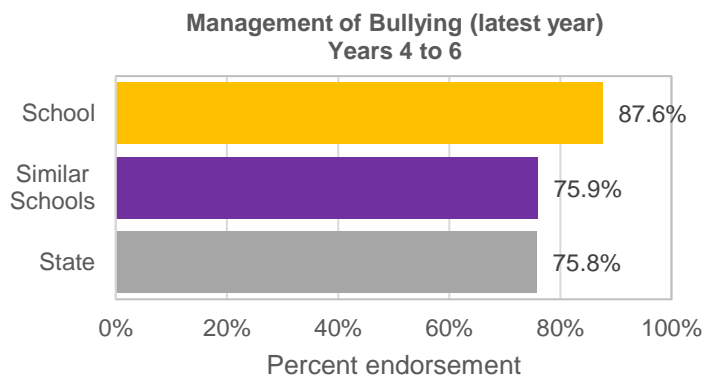


Student Attitudes to School – Management of Bullying

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:	87.6%	88.6%
Similar Schools average:	75.9%	78.7%
State average:	75.8%	78.3%



ENGAGEMENT

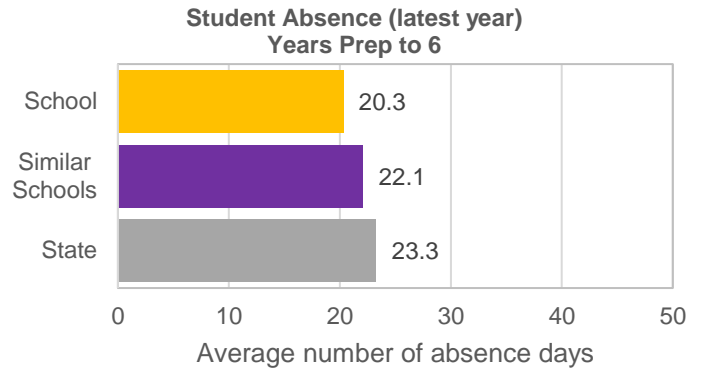
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.3	15.6
Similar Schools average:	22.1	15.2
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):	91%	90%	90%	91%	88%	88%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,855,184
Government Provided DET Grants	\$324,478
Government Grants Commonwealth	\$7,323
Government Grants State	\$20,000
Revenue Other	\$10,808
Locally Raised Funds	\$648,749
Capital Grants	\$0
Total Operating Revenue	\$4,866,542

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,691
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,691

Expenditure	Actual
Student Resource Package ²	\$3,817,761
Adjustments	\$0
Books & Publications	\$6,289
Camps/Excursions/Activities	\$189,598
Communication Costs	\$7,341
Consumables	\$94,348
Miscellaneous Expense ³	\$14,332
Professional Development	\$18,464
Equipment/Maintenance/Hire	\$68,555
Property Services	\$78,877
Salaries & Allowances ⁴	\$200,472
Support Services	\$8,901
Trading & Fundraising	\$142,720
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,627
Total Operating Expenditure	\$4,693,285
Net Operating Surplus/-Deficit	\$173,256
Asset Acquisitions	\$0

- (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	\$446,279
Official Account	\$13,099
Other Accounts	\$0
Total Funds Available	\$459,378

Financial Commitments	Actual
Operating Reserve	\$136,160
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$87,798
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$76,939
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$67,134
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$91,347
Total Financial Commitments	\$459,378

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.