

# 2022 Annual Report to the School Community

School Name: Wahgunyah Primary School (0644)



- 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 27 April 2023 at 11:15 AM by Joshua Reid (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 27 April 2023 at 11:57 AM by Nathan Sandral (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

Wahgunyah Primary School is a small school located in the township of Wahgunyah, nestled on the banks of the Murray River in the wine growing region of North-East Victoria. It is a beautiful place to live and in close proximity to the regional cities of Albury, Wodonga and Wangaratta. In 2022, Wahgunyah Primary School had an enrolment of 95 students which consisted of four classrooms housed in the BER building. The workforce consisted of the principal, four general classroom teachers, a specialist science teacher, specialist LOTE teacher, a wellbeing coordinator, learning tutor, four educational assistants, a cleaner and a business manager.

Wahgunyah Primary School's vision is to ensure that all students have access to a high-quality education regardless of their economic status or life outside of school. Wahgunyah Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Wahgunyah Primary School's values are: Being your best, Showing Respect and Ensuring Everyone Belongs. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The school provides a varied curriculum and participates in a wide range of extra curricula activities. We believe in healthy living. This includes a daily fitness program throughout the year, and regular physical education. We actively teach our students about resilience and having respect for others.

We have a very active and inclusive School Council who have helped shape the school into what it is today. We also have a terrific Parent Group who run many different fundraisers and fun activities for the kids.

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

### Learning

Wahgunyah Primary School aims to provide an enriching program for all students by providing a differentiated, innovative curriculum where learning outcomes for students are the focus. To improve our achievement in these areas across the school, we have worked to build staff capacity in embedding a whole-school instructional model and develop rigorous evidence-based approaches to teaching and assessing English and Maths. Students requiring extra support continued to be supported by educational support staff and through the Tutor Learning Initiative.

In English, the percentage of all students from Years P-6 working at or above age expected standards was above that of similar schools and extremely close to the State average. With our recent focus on Mathematics, we are extremely pleased to see our results have now exceeded that of similar schools and the state average with an impressive 92.5%

In NAPLAN, our Year 3 Reading results in 2022 were lower than usual, below that of similar schools and the state average. In Maths however, our Year 3 students performed above that of similar schools and very close to the state average.

Our Year 5 students performed well in Reading, above that of similar schools but slightly below the state average. Their performance in Maths was a particular highlight, being significantly above the state average (over 20% higher) and that of similar schools.

### Wellbeing

Our school continued our focus on wellbeing and increased student support levels throughout 2022 using Equity funding to increase the time-fraction of our Primary Welfare Officer as well as our educational support staff who provided classroom support roles and intervention programs.

We maintained a coordinated approach to managing the wellbeing needs of our students and their families, with an increasing emphasis on facilitating programs within the school and working with outside agencies to implement early intervention programs. We maintained excellent working relationships with local pre-schools and high schools in the area where we collaborated on transition programs for our current and new students.

Once again, our Year 4-6 results for Sense of Connectedness is amongst the highest in the State. As is our results for Management of Bullying.

## Engagement

At Wahgunyah Primary we place a huge emphasis on creating a positive climate for learning which is reflected in all of our engagement data.

Once again, our attendance data regarding absences is well below the State average and also below that of similar schools which is extremely positive.

The school actively promoted the importance of attending every day and followed up absences promptly using our Wellbeing Coordinator.

Attitudes to School Survey results for our management of bullying was also at the top percentiles. This can be largely attributed to our strong stance on behaviour management and building positive relationships.

Based on our school values, the students continued to be engaged with the Wonders of Wahgunyah program. This continued to be an excellent way of motivating the students to live out our school values.

Our School Staff Survey data results are in the 80th percentile, well above State average for all Victorian Schools for 'School Climate' demonstrating our staff are very happy with their work environment.

## Other highlights from the school year

As part of the Department's Positive Start to School Program, in 2022 our school was able to organise a four-day camp to Portsea for all of our students in Years 3 to 6. This was an amazing experience for all involved and was free for families.

To help supplement the loss of Country Areas Program funding for our school, in 2022 the school council created a Corporate Sponsorship Program which has raised over \$4500 for the school. In 2022, much of the planned restoration to our historic building was completed using a Minor works grant of \$462,000. Current families are amazed at the difference between what we had and what we have. Former families (associated with the school more than a decade ago and up to several decades ago) simply cannot believe their eyes.

Other significant sources of funding during 2022 include;

- Variety Club grant of \$10,000 (to deck out our breakfast club)
- School Colour Run raised just over \$6000 (to go towards the establishment of a new playground)
- Parent Group annual fundraising exceeding \$5000 (to go towards the establishment of a new playground)
- Shade Sail Grant of \$25,000 (to provide additional shaded areas enabling more outdoor learning to take place)
- OHSC Grant of \$75,000 (to purchase a bus to transport students to and from Before and After School Care)
- Over \$6000 of Sporting Schools Funding (used to provide students with opportunities to increase their weekly fitness by learning and participating in a variety of different sports)

## Financial performance

In 2022, the school finished with a net surplus of \$369,225 which includes a carried over surplus from previous years. This surplus puts the school in a strong financial position which will enable the school to maintain current staffing arrangements during predicted periods of lower enrolment numbers. Our current financial position will also enable us to continue to support students with additional needs should our short-term funding through the Program for Students with Disabilities be discontinued in the near future. Our financial position also gives us flexibility in the future should we need to introduce an additional classroom should enrolment numbers unexpectedly increase beyond our current capacity.

**For more detailed information regarding our school please visit our website at**

**<http://www.wahgunyahps.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 95 students were enrolled at this school in 2022, 43 female and 52 male.

0 percent of students had English as an additional language and 4 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).

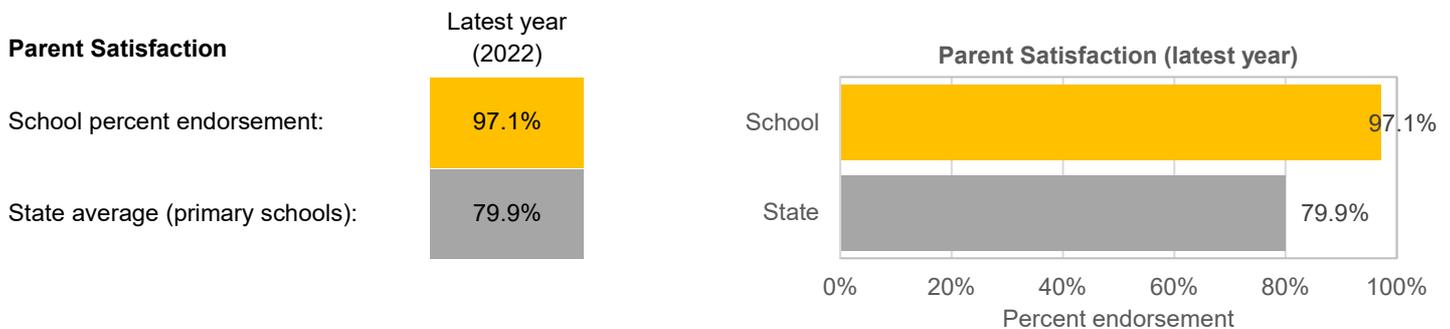
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

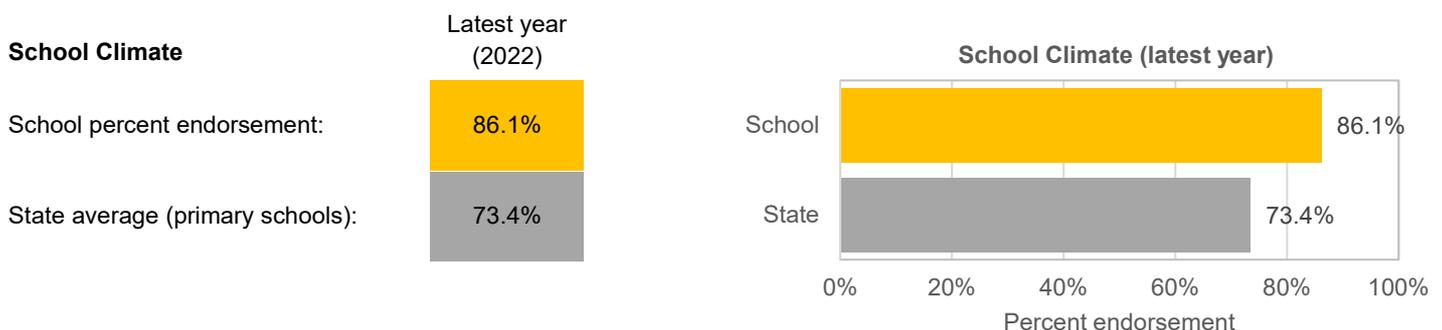


### School Staff Survey

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:

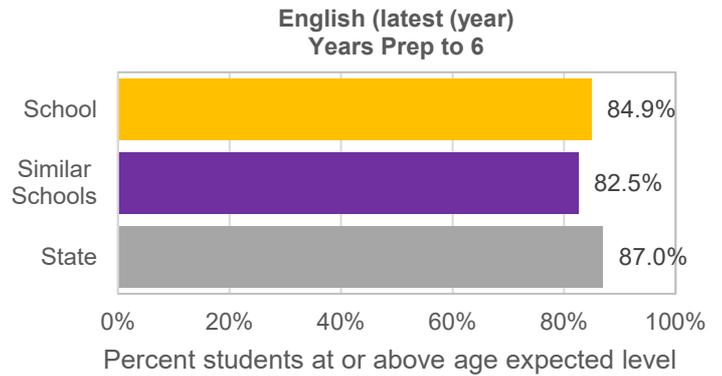
84.9%

Similar Schools average:

82.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

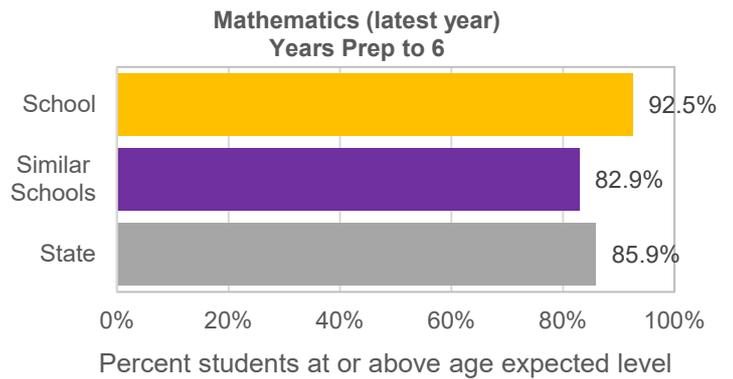
92.5%

Similar Schools average:

82.9%

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.

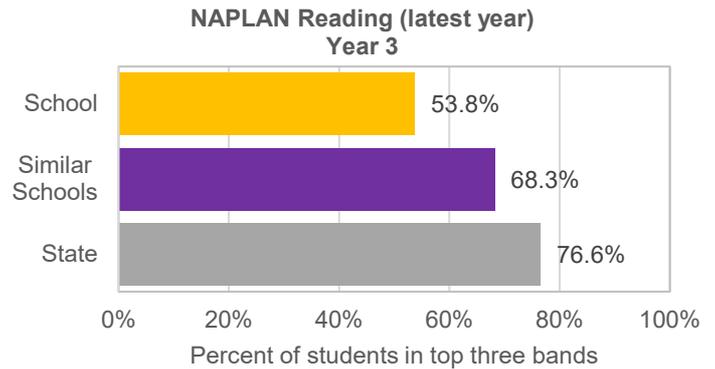
### NAPLAN

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.

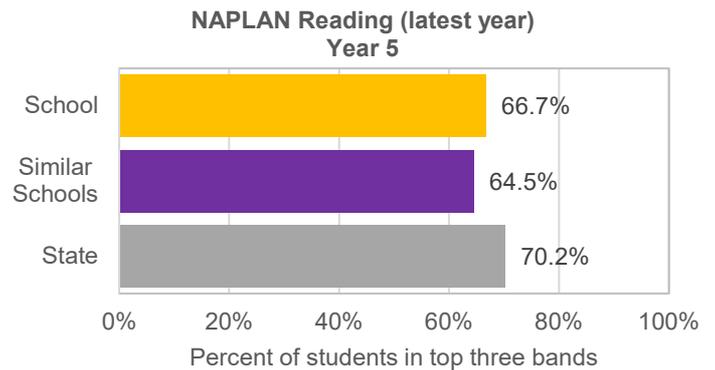
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.8%	47.5%
Similar Schools average:	68.3%	70.0%
State average:	76.6%	76.6%



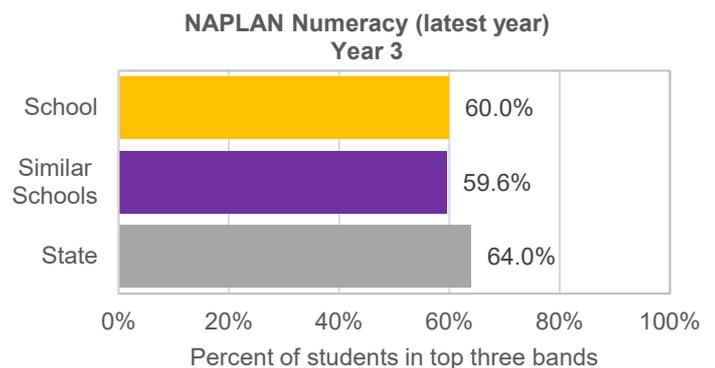
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	79.4%
Similar Schools average:	64.5%	64.6%
State average:	70.2%	69.5%



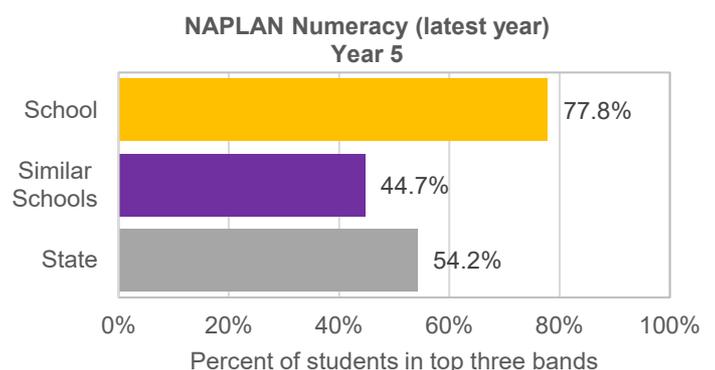
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	62.8%
Similar Schools average:	59.6%	62.2%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	57.1%
Similar Schools average:	44.7%	51.4%
State average:	54.2%	58.8%



## WELLBEING

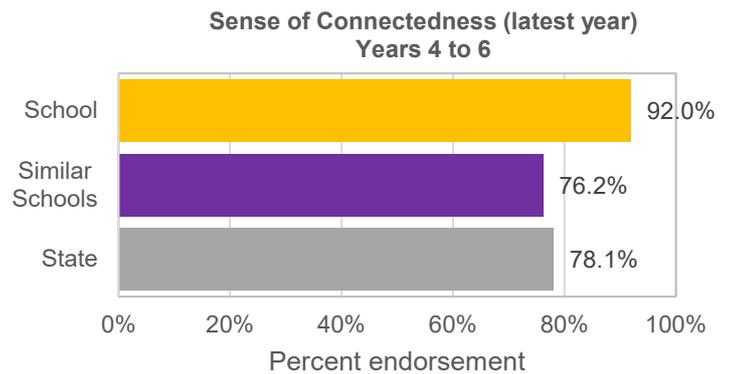
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	92.0%	96.0%
Similar Schools average:	76.2%	77.3%
State average:	78.1%	79.5%

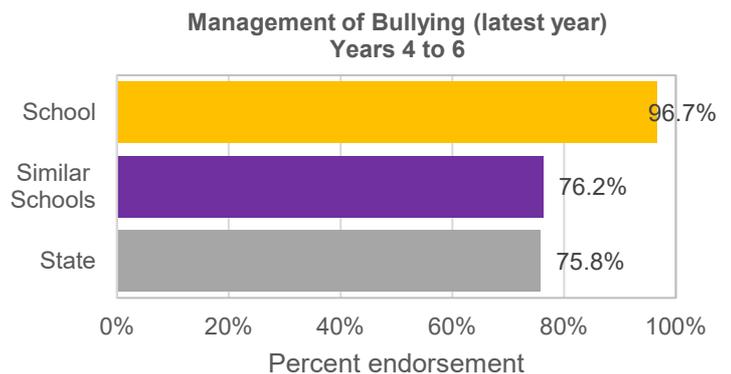


### Student Attitudes to School – Management of Bullying

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:	96.7%	97.9%
Similar Schools average:	76.2%	78.2%
State average:	75.8%	78.3%



## ENGAGEMENT

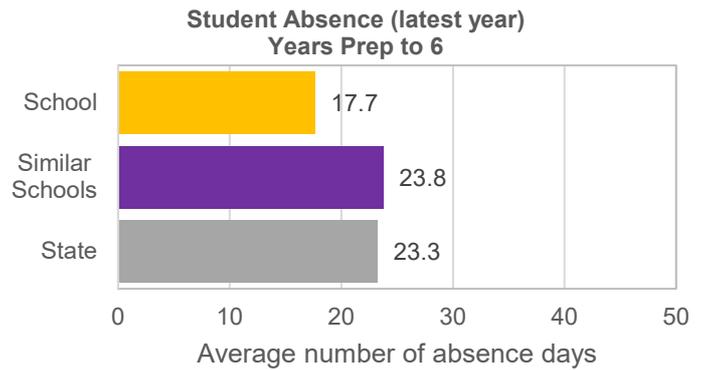
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	17.7	14.9
Similar Schools average:	23.8	17.9
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):	92%	92%	93%	92%	90%	85%	92%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,298,414
Government Provided DET Grants	\$218,889
Government Grants Commonwealth	\$4,400
Government Grants State	\$0
Revenue Other	\$7,290
Locally Raised Funds	\$45,455
Capital Grants	\$25,000
<b>Total Operating Revenue</b>	<b>\$1,599,448</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$41,754
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$41,754</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,044,295
Adjustments	\$0
Books & Publications	\$632
Camps/Excursions/Activities	\$8,242
Communication Costs	\$852
Consumables	\$12,773
Miscellaneous Expense <sup>3</sup>	\$5,387
Professional Development	\$1,394
Equipment/Maintenance/Hire	\$16,398
Property Services	\$19,279
Salaries & Allowances <sup>4</sup>	\$14,852
Support Services	\$19,519
Trading & Fundraising	\$14,707
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$611
Utilities	\$12,651
<b>Total Operating Expenditure</b>	<b>\$1,171,592</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$402,856</b>
<b>Asset Acquisitions</b>	<b>\$48,889</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

Funds available	Actual
High Yield Investment Account	\$343,909
Official Account	\$25,315
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$369,225</b>

Financial Commitments	Actual
Operating Reserve	\$19,973
Other Recurrent Expenditure	\$1,453
Provision Accounts	\$0
Funds Received in Advance	\$7,556
School Based Programs	\$42,353
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,768
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$6,705
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$4,268
Asset/Equipment Replacement > 12 months	\$75,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$163,076</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.*