

2016 Annual Report to the School Community



School Name: Warringa Park School

School Number: 5165



Name of School Principal:

Marie Hayes

Name of School Council President:

Rebecca Cross

Date of Endorsement:

20 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Warringa Park School, a large multicultural specialist school setting is located in Hoppers Crossing. The school is situated in a growth corridor and has experienced a significant increase in enrolments over the past four years. Enrolments are drawn from the City of Wyndham and enrolment numbers have grown substantially over the past four years. The school has 127.91 equivalent full-time staff: 2.6 principal class, 67.29 teachers, 58.02 education support staff and currently has an enrolment of 483 students.

The school caters for students aged between 5 and 18 years who have a diagnosed mild to profound intellectual disability. The school has been organised around the three stages of learning - early, middle and later years and spread across three campuses. A cohort of years 8, 9 and 10 students are attending the Bethany Road campus on the grounds of The Grange P-12 College in Hoppers Crossing. The Victorian Certificate of Applied Learning (VCAL) is offered to later years students at the Bethany Road campus, which moved from Montague. An alternative later year's program is offered at the Cayley's Road rural campus, which is situated amongst market gardens at Werribee South. The main campus in Warringa Crescent, caters for all students from Foundation through to Year 7 and some Year 8, 9 and 10 students, who have undertaken their learning activities in the purpose built Later Years Learning Centre. Each additional campus has been set up and developed over the past four years.

At Warringa Park School a culture of high expectations for both staff and students underpins the school vision of 'Excellent education for every student.' A positive climate for learning is promoted and this is enabling students to succeed as learners and thrive. Warringa Park School is professional learning community and collaboration and collective responsibility for improving student learning outcomes is providing every student with the best possible post school option. The school engages students using voice and choice in flexible, purposeful and structured learning environments supported by the Positive Behavioural Interventions and Supports (PBIS) Program. A strong partnership with parents and the community is integral to the work of the school.

Key to driving our vision of excellent education for every student is a focus on authentic learning and teaching and taking every opportunity to build pride in our students and our school. We are highly committed to strong partnerships with the School Council and parents. Our school values of Learning, Respect and Working Together further supported by the PBIS framework promote engagement is creating a positive climate for learning in a safe and orderly learning environment. The relentless focus on learning and teaching establish a robust sense of collective efficacy that all students can and want to learn and every staff member can make a difference to student learning. Building practice excellence in a safe and collaborative culture is the core work of a distributed leadership team and Professional Learning Teams which are the key drivers of change in instructional practice. It is in these teams that teachers collaborate, reflect on and evaluate the impact of their teaching on student learning and take collective responsibility to improve student learning outcomes. A professional learning strategy that includes leadership development, external and internal coaching, research and peer observation builds teacher and Education Support capacity to deliver purposeful teaching. Our moto of 'imagine the possibilities' ensures opportunities and pathways for vocational education and tertiary options.



The continued revision of provision for expanding numbers of later year's students continuous to be a key challenge for the school. The planning and expansion of the Cayley's Road campus and relocation of the VCAL campus from the Montague to the Bethany Road campus are putting additional pressure on the schools resources. Ensuring enough choices provide students with a range of placements for authentic work experiences and post school options continuous to be a focus of the school. The highly complex nature of the physical, social, emotional and learning needs of some students at times has challenged the school's resources and most likely has impacted on the wellbeing of other students and of staff. Due to high turnover of staff, sustainability of the learning and teaching pedagogy remains vital to improve student outcomes.

Framework for Improving Student Outcomes (FISO)

In 2016 the school selected the following two priority areas:

1. 'Excellence in teaching and learning' has been implemented up through:

Building practice in developing teachers' pedagogical content knowledge in Reading resulted in a 1% increase of students working in AusVELS foundation upwards. 58% students are working in and above Foundation levels in AusVELS

Creating a personalised professional learning framework resulted in a 7% increase in positive feedback in the component of Professional Learning (SOS 2016)

Promoting and fostering deep learning competencies through NPD resulted in a 0.13 increase in the mean factors of Student relationships (ATTS Years 7-12)

Improving the induction program resulted in 100% of new teachers feeling supported in their first year and the rating of all professional learning targeted at New Teachers received a 90% success rate, where the 3 day induction program rated as very high.

Developing of teachers capacity in working with Pre-AusVELS students resulted in improved engagement for complex needs students and an increased scores in the mean factor for Collective -Efficacy by 3.46%

The effective use of assessment data in the development and implementation of a differentiated curriculum resulted in greater consistency in the areas of Reading and Writing between ABLES and AUSVELS judgement tool data of 57% and 58% of students working in and above Foundation levels in AusVELS

2. 'Positive climate for learning' has been implemented up through:

Empowering students and building school pride through ensuring student engagement, voice and school connectedness resulted in a 13% increase in Teachers Self Evaluation Survey with Student Habits (which covered the gradual release of responsibility model and implementation of Learning Intentions and Success Criteria) showing the most increase of 14% from 2015. The SRC, Jigsaw program, shared leadership programs, special events and partnerships delivered above state mean scores for student morale which is a of 0.25 increase from 2015.

Implementing a teaching and classroom management approach that supports an engaging and productive learning environment resulted in an increased score in the Annual Staff Opinion Survey mean factor for resilient and supportive environment, by 6%. As well as increased scores in the mean factors of student relationship, wellbeing and teaching in learning (ATTS 2016).

Ensuring all students have access to post school options resulted in all Year 12 students have a chosen pathway for next year. Students are moving on to a variety of Post School Options including; providers of employment and training services and dedicated disability employment services.



Achievement

In 2016 the school achieved its Annual Implementation Plan target for student learning. 100% of students demonstrate learning growth against their ILP goals and 61% of students achieved above and well above their expected progress levels. The AusVELS Curriculum data, which is based on teacher judgement, has shown an increase of 3% of students working from Foundation to Level 1. 59 % of students are now working in AusVELS Foundation Level to Level 4 in English and Mathematics. The ABLES assessment tool has been revised by DET and is now aligned with the Victorian Curriculum. 4% of students are showing an increase in the areas of Reading and Writing and 8% in Speaking and Listening. Based on the ABLES data, 53% of students are working in Foundation levels towards level 4 in AusVELS. The biggest cohort of students, 24%, is working in levels 1 and 2. This has been achieved due to a whole school focus on Reading through the UMNOS Partnership. Developing of teachers' pedagogical content knowledge through Action Research, coaching and observations led to an improvement of teachers' ability to implement Reading strategies. The Teachers Reading Self Evaluative survey indicates that 56% of teachers are confident in the implementation of Reading which indicates a 14% growth from Semester one. 75 % of teachers confidently use Reading assessment strategies to inform instruction, which is a 10 % growth from Semester one. There is a 19 % increase in PLT's implementation of Reading assessments to inform instruction.

The Personal and Interpersonal Learning in ABLES judgements has been replaced by the Personal and Social Capabilities. 54% of students are working in Foundation towards Level 4 in the Personal and Social Capabilities. The Personal and Social Curriculum is now implemented across the school and is aligned with the New Pedagogies for Deep Learning competency of Character.

The ability of PLT leaders to confidently implement the PLT Inquiry Cycle and interrogate various data sets, moderate work samples and implement research drove the school key improvement strategy of building teachers pedagogical content knowledge in Reading. The PLT Evaluative Tool indicates that 100% of teachers take a shared responsibility for students learning and teachers have moved beyond prioritising the work of PLT's towards influencing others practices. The continuous referring to Learning Intentions and Success Criteria throughout lessons has not only provided immediate feedback to students on their progress but also provided them with a voice. Creating a positive and purposeful atmosphere with a focus on the gradual release of responsibility model, ensured students were able to be successful in their learning. Implementing of Proloquo2go through coaching, creating a symbol rich learning environment and targeted Speaking and Listening goals delivered a 14% increase in students working towards Foundation Level in AusVELS.

79% of teachers assessing themselves as effective to highly effective in the areas of student, teacher, environmental and learning habits (Melbourne University Tool: TSES), which is a 13% increase from 2015. This is mainly due to a focus on a positive and effective lesson structure where teachers plan for maximum involvement of students through promoting dialogue, independence and peer learning.

89% of students received their VCAL Certificate at the Foundation level. All VCAL students accessed either individual work experience placements, with 24 different employers, or group work placements with private businesses or community agencies. All Year 12 students have a chosen pathway for next year. Students are moving on to a variety of Post School Options including; providers of employment and training services and dedicated disability employment services.



Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The Education State target of ‘Pride and Confidence’ is about making sure every community has access to excellence in every school and classroom. 58% of students have indicated that they feel connected to the school. 63% of staff were positive about the school climate and 84% of parents were satisfied with the school overall. There has been, on average, a 3% increase in the school communities’ positive feedback on the school ability to build a culture that is conducive to improving student outcomes, which increases school pride and confidence.

A key school improvement strategy towards the implementation of a teaching and classroom management approach that supports an engaging and productive learning environment, was the significant increase in the Professional Learning budgets and aligning these with the ‘peer learning’ model. 5% of the Allocation Resource Budget is allocated towards professional learning. The impact of learning walks, instructional rounds and observe to learn ensured that 69% of staff positively responded to an alignment between the schools’ goals and support for staffs’ professional learning opportunities. This has been achieved by investigating current structures and the strategic deployment of human resources to implement professional learning. By providing the necessary resources to support learning and teaching, we not only create opportunities for innovation, but also enable cutting edge classroom practice through New Pedagogies of Deep Learning, UMNOS Action Research and greater communication for non-verbal students through Proloquo2go. The gradual release of responsibility model further encouraged independence of students.

During 2016 there has been a renewed focus in supporting students with complex communication needs. This has involved a multifaceted approach in which Allied Health, Learning Centre Leaders and Coaches have worked together to plan, implement and assess change across the school. This has led to the development of staff knowledge, efficacy and engagement with providing communication access for students. The Teachers Reading Self Evaluative survey indicates that 60 % of staff is confident in using AAC to support students in their reading (60 %), which led to a 13 % increase throughout the year. The modelling of lessons and effective implementation of Proloquo2go encouraged communication of non-verbal students and led to a 3 % growth in students working in AusVELS between 2015 and 2016. 53 % of students are now working in AusVELS Levels Foundation upwards.

Staff has rated the three-day induction program to be highly successful (10/10) in preparing them for the Warringa Park School community. Staff indicated that the overview around how the English block should look like was highly successful, followed by the integration of iPads in learning and teaching. Staff indicated that they had a reasonable good understanding of the school and found attending both planning days and PLT meetings highly beneficial as part of the Induction Program. All new staff took part in Instructional Rounds,



observed the educational consultant: Andrea Hillbrick's lesson modelling as well as formal classroom observations.

Shared learning programs encourage students to exchange skills and knowledge with others and support students to develop communication and leadership skills and build resilience. Students have explored the NPDLC Deep Learning Competencies of Character and Collaboration through National and Global projects steeped in real world learning contexts. Through the Water if Life project, the Y Challenge, Adobe Kids Voices and Solar Explorers, students worked collaboratively within the school and with schools across the globe to develop their skills in collaboration, communication, leveraging digital, Speaking and Listening, Reading and Writing.

During 2016 VCAL students accessed 35 individual placements with 24 employers, and a further 25 placements were accessed as Teacher supervised volunteer placements with 7 providers. (Vinnies, Dualware, Red Cross, Food Bank, Manor Court Aged Care, Benetas Aged Care and Blackwood Outdoor Education Centre). There has been a decrease in the number of students accessing SBATs but have an increase in the types of SBATs that students can access. Two students enrolled in and completed a new SBAT Horticulture, Cert III. One student from Cayleys accessed an SBAT program. The 'on track data' shows that Wesley enrolled 35% of our students towards transition into employment programs. Five students enrolled to Karringal and another five in Job Support (on the job training). Four students signed up to WCIG to access apprenticeship courses and their funding will allow them to enroll in Interact, which will aid them with the theory component. Six students have accessed Mambourin and Interact. One student has pursued his passion of art at the Arts Project.

Wellbeing

School connectedness is the lead indicator for the Education State resilience target. School connectedness is the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment. Students who feel connected to their school are generally more engaged with their education, have greater wellbeing and higher achievement outcomes. The Attitudes to School survey factor for school connectedness shows that 95% of years 5-6, 53% of years 7-9 and 52% of years 10-12 responded positively to the mean factor of school connectedness. It is a concern that the older students feel less connected and supported by others and the school environment. This decline is evident across all schools in Victoria.

Classroom Behaviour for the 7-12 cohort is slightly below the state mean; however this statistic has risen steadily over past three years. It is currently at 2.84. Connectedness to peers is above the state average at 4.25. Both these scores are an increase from last year. Overall the Student Wellbeing area of the ATTS for years 7-12 has seen an increase from 2015. Classroom Behaviour, Student Safety and Connectedness to Peers scores for the year 5 – 6 cohort are up from 2015. Student Distress has seen a steady decline over the past two year at 4.95. Student Morale is above the state average at 6.33, which is an increase from 2015.

Through programs such as jigsaw, girls' friendship and hygiene groups, Mondo Recycling, Fashion Awards Australia and breakfast clubs provided opportunities for students to have and share their voice and take ownership of their learning. Leadership programs in partnership with Werribee College and Wyndham City Council foster leadership qualities of our SRC members. They have been supporting whole school events such as Father's Day Pie Night, Mother's Day Celebration, Bandana Day, ANZUK day and the End of Year



Celebrations.

The overall percent endorsement for the module of School Climate has increased by 9% from 2015 (SOS 2016). Staff respond positively to 'teacher collaboration' and indicate that they seek advice from colleagues and participate in collaborative discussion to improve learning and teaching. The mean factor of 'shielding and buffering' has shown a 14% increase from 2015, where staff feel protected from intrusions that distract from learning and teaching. The mean factor for 'guaranteed and viable curriculum' shows that 20% of teachers believe the curriculum is coherent across classes and delivered in a timely manner. The school highest factor is 'collective responsibility' at 79% where staff views the success of all students as their shared responsibility. A whole school focus on Reading and aligning differentiated, professional learning to this focus ensured the development of common language around improving Reading for all students. The implementation of the 'Essentials' delivered an 8% increase in the component of 'collective focus on student learning'.

As viewed in the Parent Opinion Survey, parents are beginning to be more involved in their child's learning and we have noticed more parents' involvement at school functions throughout the year. The Student Support Group meetings form an integral part of parent participation. There has been a 4% increase in parents attending the SSG's from 2015 to 2016.

Eight staff members were trained in level 2 Team Teach and these staff joined the PBIS team. A number of staff was also trained in Prevent, Teach Reinforce behaviour modification training by RCH. The team supports further staff training in Team Teach de-escalation and prevention methods and implement Prevent, Teach, Reinforce to support tier 2 and tier 3 interventions.

In 2016 the overall absences rate per student was higher than in 2015 - an average of 24.14 days per student, compared with 23.24 days in 2015. The school recognises that illness and care concerns are often reasons for individual absences but even taking this into consideration student absence rates continue to be a concern. In specific the high absence rate of the 374 students who made up the 3 685 days of unexplained absences. Follow up conversations and phone calls by the schools leading teacher (wellbeing) to parents where students have been absent for more than three days will be a high priority in 2017. It is anticipated that the introduction of the Compass school data base will support the tracking and early identification of absence patterns of concern and therefore support timely intervention strategies.

For more detailed information regarding our school please visit our website at
<http://www.warringapark.vic.edu.au/>



Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government special schools: Result for this school: Median of all Victorian government special schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 486 students were enrolled at this school in 2016, 136 female and 349 male. There were 18% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Achievement	Student Outcomes																																																																				
<p>Teacher judgment of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<div style="text-align: center;"> <p>Results: English</p> <table border="1"> <caption>English Student Outcomes</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>~2%</td></tr> <tr><td>B</td><td>~8%</td></tr> <tr><td>C</td><td>~12%</td></tr> <tr><td>D</td><td>~11%</td></tr> <tr><td>0.0</td><td>0%</td></tr> <tr><td>0.5</td><td>~3%</td></tr> <tr><td>F</td><td>~10%</td></tr> <tr><td>F.5</td><td>~4%</td></tr> <tr><td>1.0</td><td>~11%</td></tr> <tr><td>1.5</td><td>~6%</td></tr> <tr><td>2.0</td><td>~9%</td></tr> <tr><td>2.5</td><td>~4%</td></tr> <tr><td>3.0</td><td>~5%</td></tr> <tr><td>3.5</td><td>~1%</td></tr> <tr><td>4.0</td><td>~1%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <hr/> <div style="text-align: center;"> <p>Results: Mathematics</p> <table border="1"> <caption>Mathematics Student Outcomes</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>~4%</td></tr> <tr><td>B</td><td>~9%</td></tr> <tr><td>C</td><td>~9%</td></tr> <tr><td>D</td><td>~10%</td></tr> <tr><td>0.0</td><td>0%</td></tr> <tr><td>0.5</td><td>~2%</td></tr> <tr><td>F</td><td>~9%</td></tr> <tr><td>F.5</td><td>~4%</td></tr> <tr><td>1.0</td><td>~12%</td></tr> <tr><td>1.5</td><td>~5%</td></tr> <tr><td>2.0</td><td>~11%</td></tr> <tr><td>2.5</td><td>~5%</td></tr> <tr><td>3.0</td><td>~3%</td></tr> <tr><td>3.5</td><td>~1%</td></tr> <tr><td>4.0</td><td>~1%</td></tr> <tr><td>NA</td><td>~3%</td></tr> </tbody> </table> </div>	Level	Percentage	A	~2%	B	~8%	C	~12%	D	~11%	0.0	0%	0.5	~3%	F	~10%	F.5	~4%	1.0	~11%	1.5	~6%	2.0	~9%	2.5	~4%	3.0	~5%	3.5	~1%	4.0	~1%	NA	0%	Level	Percentage	A	~4%	B	~9%	C	~9%	D	~10%	0.0	0%	0.5	~2%	F	~9%	F.5	~4%	1.0	~12%	1.5	~5%	2.0	~11%	2.5	~5%	3.0	~3%	3.5	~1%	4.0	~1%	NA	~3%
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Performance Summary

Engagement	Student Outcomes																	
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>21.4</td> <td>21.9</td> <td>23.2</td> <td>23.8</td> <td>22.6</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	Average absence days	21.4	21.9	23.2	23.8	22.6
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<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data exclude destinations recorded as unknown.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Changes in student achievement

Victorian Curriculum F–10

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F–10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

Towards Foundation Level Victorian Curriculum

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 a disability or students who may have other developmental delays (particularly students in the lower year levels).

'Levels A to D' 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').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.

Financial Performance and Position

Financial performance and position commentary

The final financial result for Warringa Park School was a surplus of \$2,606,817.41

The breakdown of extraordinary revenue that the school has received from the Student Resource Package during the 2016 year is as follows:

1. The month of May the school received carried forward funds from 2015 to the amount of \$1,649,000.00
2. In the month of August the school cash down surplus for 2016 from the SRP the amount of \$1,500,000.00 which was received in October.
3. The quarterly grant received in October included an additional amount of \$266,719.00 being surplus carried forward amount from previous year 2015.
4. Additional funding the school received from (State/Commonwealth) beyond the Student Resource Package during 2016:
 - 2 x Advance Grants totaling \$19,450.00
 - Chaplaincy Grant of \$20,000.00

Extraordinary expenses that occurred during 2016 were:

During the course of 2016 we were establishing and supporting the ICT for the Bethany Road Campus students and purchased 16 MacBook Pro's and a security docking bay for the computers. This cost was \$50,957.00

In July the school purchased 2 new buses that cost \$109,149.00

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$11,538,175	High Yield Investment Account	\$2,389,646
Government Provided DET Grants	\$5,457,585	Official Account	\$150,142
Government Grants Commonwealth	\$31,288	Other Accounts	\$64,118
Government Grants State	\$1,065	Total Funds Available	\$2,603,905
Revenue Other	\$52,712		
Locally Raised Funds	\$168,743		
Total Operating Revenue	\$17,249,568		
Expenditure		Financial Commitments	
Student Resource Package	\$11,025,848	Operating Reserve	\$520,855
Books & Publications	\$6,590	School Based Programs	\$32,343
Communication Costs	\$105,416	School/Network/Cluster Coordination	\$40,070
Consumables	\$230,512	Capital - Buildings/Grounds incl SMS>12 months	\$1,810,617
Miscellaneous Expense	\$1,074,393	Maintenance -Buildings/Grounds incl SMS>12 months	\$200,020
Professional Development	\$105,139	Total Financial Commitments	\$2,603,905
Property and Equipment Services	\$989,716		
Salaries & Allowances	\$725,702		
Trading & Fundraising	\$63,607		
Travel & Subsistence	\$82,318		
Utilities	\$73,505		
Total Operating Expenditure	\$14,482,745		
Net Operating Surplus/-Deficit	\$2,766,823		
Asset Acquisitions	\$106,026		



Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.