2017 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: 19 March 2018

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

This school meets the 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 2017.

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

About Our School

School Context

Warringa Park School is a specialist school located in Hoppers Crossing. The school population is drawn from the City of Wyndham and caters for students aged 5 to18 years who have a diagnosed intellectual disability ranging from mild to profound.

Warringa Park is a P-12 school organised around the three stages of learning - the early, middle and later years. The Victorian Certificate of Applied Learning (VCAL) is offered in the later years. An alternative year 11 and 12 vocational training program is offered at a rural campus in Cayleys Rd Werribee South. A year 8, 9 and 10 campus is situated on the grounds of The Grange P-12 College in Bethany Rd.

The school has 155.20 equivalent full-time staff: 4.0 principal class, 76.90 teachers, 78.02 education support staff and currently has an enrolment of 519 students.

Warringa Park School promotes and values excellence in education for students with additional learning needs. There is collective efficacy amongst teaching staff that all students in our school can learn and want to learn and by working together we can make a difference to their learning achievements. The school provides a balanced and personalised curriculum where improved learning outcomes in English, Mathematics and Science are seen as integral to the achievement of successful post school options. The learning growth of students is charted using ABLES and The Victorian Curriculum. A high level of student engagement and improved student learning is being achieved by integrating eLearning into teaching and learning practice.

Warringa Park School is a 1:1 iPad school and is one of 24 schools selected nationwide as an Apple Distinguished School. Our purpose is to provide a stimulating, safe, challenging and flexible learning environment where student achievement is acknowledged and celebrated. The school provides facilities and centres of learning which are spacious, bright and well resourced to meet the needs of the 21st century learner. There is a strong focus on student well- being and building effective home school partnerships.

Provision is a key challenge for the school. Sustained enrolment makes the planning and expansion of the Cayley's Road campus vital. Giving students voice and choice and a wide range of authentic work experiences that enable viable post school options continues to be a focus of the school in the later years.

Framework for Improving Student Outcomes (FISO)

Progress in Excellence in Teaching and Learning

100 % of PLT Leaders (P-10) use the PLT Inquiry Cycle during PLT meetings and data from the PLC Matrix (25% Evolving, 36% Embedding) indicates that teachers are collaborating about the impact of their teaching and influencing each other's practice. 4 teachers participated in PLC initiative and presented on the Inquiry Cycle at Bastow. This inquiry targeted years 8/9 and improved teacher capacity to ask clarifying questions and improve reading comprehension(5% increase in Semester 2)

80% of PLTs develop their own assessment schedule using a variety of common formative assessment data in Reading that has resulted in improved student achievement data in reading (1% increase ABLES F +, 1.5%Teacher Judgement). 100% of PLT's use moderated assessment data which enabled them to plan differentiated tasks based on the Victorian Curriculum Standards

100% of students (P-10) have a reading goal and this has supported both teachers and students to track progress. During Learning Walks, Instructional Rounds and VIT registration forums there was visible evidence (recorded on SeeSaw by 80% of LCL) of 'The Learning Strategies Book' in classroom practice and teachers were able to discuss their impact as part of the end of cycle P&D reviews.

The triangulated ABLES and Teacher Judgement Against the Victorian Curriculum data provided good evidence that the moderation undertaken in PLT's was reducing variability and promoting collective responsibility(80.74% SOS)

The leadership team have accessed professional learning (McRell, Bastow Inspire, Create, Data Literacy, Apple Leadership, SIN Leadership, Wyndham CoP) which has built instructional leadership skills that are enabling them to support teachers to systematically assess, effectively use learning continuum's and Guttmann charts(60% uptake in the MY) to establish ZPD's and identify evidence based HITS. Seesaw has provided an excellent platform for feedback to staff (74.07% SOS) about improved classroom teaching.

Progress in building 'Positive climate for learning'

An expanded allied health team and a new model premised on a more collaborative relationship with teachers has been more effective in providing increased access to Proloquo2Go, visuals, ALD's, key word sign and sensory programming which is providing more communication opportunities and increasing student voice. The ABLES data indicates that this strategy is making a difference - Speaking and Listening increased by 8% of students working at Foundation Level and above with 26% working in level 1 and 2.

The Attitudes to School Survey (Positive climate for Learning registered positive in all domains) and The Parent Opinion Survey (82% Student Engagement and Student Behaviour) provides strong evidence that there is a positive climate for learning and high levels of engagement in high quality learning experiences. The Survey provides data that indicates that teachers across the school build strong relationships with students and regularly conference with them in the middle and later years about their learning. The SRC is active at all the campuses providing opportunities for student leadership and the participation in the Wyndham SRC provided an inclusive opportunity to work with their peers in mainstream schools

Seesaw feedback from Learning Centre Leaders during Learning Walks provides solid evidence of orderly classroom environments with visible structures and routines, clear lesson structure and differentiated learning tasks and these are clearly improving the classroom climate. This clarity about practice has come from embedding our essentials, the instructional placemats and the work of our Educational Consultant and our coaches.

Pre and post coaching survey data indicates that 80.5% of teachers are using ICT effectively to deliver authentic learning experiences(coding, robotics, quality applications for literacy and numeracy) and that the confidence level of staff in using ICT(also GRR and differentiation, Seesaw for assessment) had increased by 25%.

Achievement

In 2017, the school achieved its Annual Implementation Plan target for student learning. 100% of students demonstrated learning growth against their ILP goals. The student achievement data based on the Victorian Curriculum indicates that every student that progressed in their learning and that the school's focus on high quality instructional practice is delivering improved learning outcomes. In English and Mathematics 58% of students were working in Foundation and above which is a 4% increase from Semester 1 and 60% of students overall in all subject areas were working at F+. ABLES data showed a 3% increase in learning outcomes for Reading and Writing and a 22% increase in Speaking and Listening from Semester 1 to Semester 2. This has been the result of a whole school focus on reading and the UMNOS partnership.

The school demonstrated at the conclusion of the UMNOS project that a guaranteed and viable reading curriculum was in place. 100% of teachers were setting reading goals based on evidence and had a repertoire of high impact teaching strategies that delivered a 7% increase in reading growth. 100% of students (P-10) have a reading goal and this has supported both teachers and students to track progress. Professional learning on reading conferences made them visible in more classrooms and these opportunities for students to articulate their goals and discuss strategies gave them more voice (73% ATSS). 80% of PLTs developed their own assessment schedule using a variety of common formative assessment data in Reading that resulted in improved student achievement data in reading (1% increase ABLES F +, 1.5%Teacher Judgement)

There was significant growth in the Personal and Social Capabilities. 47% of students are working in Foundation towards Level 4 (VC).Teacher knowledge of the VC was increased and the 3 C's (NPDL) were aligned to the VC capabilities and referenced in the Inquiry units (P-10).

The school utilized resources ($170,000) to establish the VCAL program at BRC and expand CRC. The infrastructure development and community based programming created very successful learning hubs with 86% of VCAL students completing the certificate at Foundation level. 100% of year 12 students have a viable pathway (50% more options available) and there is qualitative data that students are having a stronger voice in these decisions which is very positive. The pursuit of more authentic post school pathway options remains important work for the school. 2 students obtained part time employment

Engagement

The Attitudes to School Survey (Positive climate for Learning registered positive in all domains) and The Parent Opinion Survey (82% Student Engagement and Student Behaviour) provided strong evidence that there is a positive climate for learning and high levels of engagement in high quality learning experiences. The ATSS data indicated that teachers across the school built strong relationships with students and regularly conferenced with them in the middle and later years about their learning.

The NPDL projects (Teddy Bear Exchange, the Y Challenge, Adobe Kids Voices, Don't waste Create) gave students the opportunity to explore the NPDL Deep Learning Competencies of Character and Collaboration in national and global contexts. The Teddy Bear Exchange was highly engaging and exciting as students in the early years collaborated with schools in Germany, Singapore, Canada and Victoria.

The SRC is active at all the campuses providing opportunities for student leadership and the participation in the Wyndham SRC provided an inclusive opportunity to work with their peers in mainstream schools. The Shared Leadership program with Werribee Secondary College enabled students to exchange skills and knowledge with their peers and develop communication and leadership skills that build resilience.

Parent engagement in the school (73% attended SSG's, CAPS, P/T Interviews) is increasing and strong parent involvement in Celebratory events, Parent Support Groups, Transition programs, NDIS seminars is building collaborative partnerships that make a difference to learning (82% community engagement POS). The uptake of Seesaw (75% of families) as a communication platform has been a powerful way to actively engage parents in their child's learning and has made a difference (79.33% for Parent Involvement SOS).

The Induction program, shared planning documentation, planning days, PLT meetings, Instructional Rounds were rated highly by new staff (10/10 Induction) and built their capacity to undertake the work expected of them

Wellbeing

The school connectedness factor on the Attitudes to School Survey (77% of years 5-6, 68% of years 7-9 and 63% of years 10-12) was very positive and indicates that students feel accepted, respected, included, and supported at school and that the school is building a positive climate for learning. Classroom Behaviour for the 7-12 cohort (72% responded positively) was a good result. This is improving student achievement and is assisting the school to meet the Education State goals around resilience. The ATSS results show increased student voice and choice, which was a key improvement strategy. 73% of students feel that they have voice and choice in their learning, are involved in decision making and encouraged to share their ideas. This is above the state average of 59%.

The school's relentless focus on excellent 'Teaching and Learning' is building collective efficacy with teachers (72.2% on SOS) about high quality instructional practice and our Professional Learning strategy which supports collaboration, peer observation, feedback and targeted professional learning is supporting teachers to do the work that is expected of them in classrooms

In 2017 the school actively engaged in several new partnerships knowing that partnering with outside organisations improves student wellbeing and achievement. The RESP project with Foundation House provided after school activities for 10 Refugee students and social support for their parents. As a lead school in the Respectful Relationships Program the school is supporting 10 partner schools to roll out a curriculum that teaches students how to build healthy relationships, resilience and confidence. The partnership with Reliance Real Estate provided excellent work experience of a VCAL student.

The Wellbeing team has continued to support parents and build those collaborative partnerships that are so important to improved learning outcomes. NDIS workshops delivered with Carers Victoria were well attended (65 attendees) and provided parents with valuable information about NDIS plans. The Triple P Parenting program provided parenting support and the feedback from the 15 parents who participated was very positive.

The Parent Opinion Survey factor 'Parent participation and involvement' was measured at 86% and this was reflected in increased participation in SSG's (73% of families) and celebratory school functions. The uptake of Seesaw (75% of families) as a communication platform has been a powerful way to actively engage parents in their child's learning and has made a difference (79.33% for Parent Involvement SOS).

The collation and analysis of PBIS data supported teachers to develop calm and orderly learning environments (POS) and to respond to Tier 3 behaviours with robust Student Response Plans. The uptake of the States of regulation assisted students to self-manage (14% increase in EY of students F+ for Self- Emotion, 1% increase in MY) and the professional learning around de-escalation strategies supported staff to build positive relationships with students (78% positive to self-regulation and goal setting on ATSS).

There was a slight improvement in attendance data but improved attendance remains a key goal for 2018

For more detailed information regarding our school please visit our website at
[enter web address here]

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools:
Results for this school: ● Median of all Victorian Government Special Schools: ◆

School Profile

Enrolment Profile

A total of 493 students were enrolled at this school in 2017, 142 female and 351 male.

18 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes
Teacher Judgement of student achievement Percentage of students working at each Standard in: • English • Mathematics For further details refer to *How to read the Annual Report.*	

Performance Summary

Engagement	Student Outcomes

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning.

Year	2014	2015	2016	2017	4-year average
Average absence days	21.9	23.2	23.8	23.4	23.1

Exit destinations

Percentage of students going on to further studies or full-time employment.

Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.

Year	2014	2015	2016	2017	4-year average
% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in key areas:

Achievement
Student achievements in :
- English and Mathematics

Engagement
- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

What is the meaning of '*Data not available'?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

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 additional learning needs.

Financial Performance and Position

Financial performance and position commentary

The final financial result for Warringa Park School was a surplus of $2,792,581.15. The breakdown of extraordinary revenue that the school has received from the Student Resource Package during the 2017 year is as follows

1. In the month of June the school cash down surplus for 2017 from the SRP the amount of $1,000,000.00 was received

2. In the month of September a credit to cash transfer was received for the balance of previous year $555,241

3. In the month of October with the Term 4 quarterly grant the remaining carried forward balance in 2016 of $1,000,000.00 was received.

4. Additional funding the school received from (State/Commonwealth) beyond the Student Resource Package during 2017:

- 3 x Advance Grants totalling $28,725
- Chaplaincy Grant of $20,000.00 R
- Relocatable furniture & equipment for VCAL move to BRC campus of $12,000
- Specialist School Inclusive Practice funding of $45,000
- Furniture & equipment grant for a portable at CRC of $8,000

Extraordinary expenses that occurred during the year 2017 were establishing and supporting the extension and growth for the Caley's Road Campus students to commence in 2018 and support the move of our VCAL program from South Melbourne to the Bethany Road campus site.

The move for VCAL program from South Melbourne to the Bethany Road campus into the two modular 5 buildings installed by DET. Costing of $116,400 to refurbish, landscaping, technology equipment, 2 x sheds (bike shed and for the cleaners), water tanks and shade sails.

Our Caley's Road campus costing was $65,120, which had undertaken various works including painting, blinds, doors, pin boards, safety glass on windows, Salto key system, removal of trees and boundary fencing.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$13,317,902
Government Provided DET Grants	$3,587,084
Government Grants Commonwealth	$45,815
Revenue Other	$121,828
Locally Raised Funds	$177,607
Total Operating Revenue	**$17,250,235**

Equity[1]	
Equity (Social Disadvantage)	$383,676
Equity Total	**$383,676**

Expenditure	
Student Resource Package[2]	$11,909,524
Books & Publications	$6,923
Communication Costs	$104,373
Consumables	$224,606
Miscellaneous Expense[3]	$977,150

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$1,063,456
Official Account	$129,842
Other Accounts	$1,599,282
Total Funds Available	**$2,792,581**

Financial Commitments	
Operating Reserve	$530,170
School Based Programs	$52,411
Capital - Buildings/Grounds incl SMS>12 months	$2,000,000
Maintenance -Buildings/Grounds incl SMS>12 months	$210,000
Total Financial Commitments	**$2,792,581**

Professional Development	$102,869	
Property and Equipment Services	$1,322,122	
Salaries & Allowances[4]	$776,863	
Trading & Fundraising	$59,807	
Travel & Subsistence	$72,245	
Utilities	$75,431	

Total Operating Expenditure	**$15,631,910**

Net Operating Surplus/-Deficit	**$1,618,325**

Asset Acquisitions	**$0**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.