

2018 Annual Report to The School Community



School Name: **Warringa Park School (5165)**



- 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 Regulation 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 2018 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 07 March 2019 at 10:55 AM by Marie Hayes
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 by School Council President 18 March 2019 by
Rebecca Cross

Warringa Park School (5165)

About Our School

School context

Warringa Park School is a P-12 specialist school located in Hoppers Crossing. The school is very much a school of choice with 536 students enrolled from across the City of Wyndham. Every student has a diagnosed intellectual disability ranging from mild to profound. We think of them as students with additional learning needs. Warringa Park is 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 pathways program is offered at a rural campus in Cayley's Rd, Werribee South. A year 9 and 10 campus is situated on the grounds of The Grange P-12 College in Bethany Rd. A large team of specialist teachers provides curriculum breath and students are supported in their learning by a team of allied health professionals. The school has 197.60 equivalent full-time staff: 5.0 principal class, 88.80 teachers and 89.26 education support staff and 14 educational trainees.

The 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 school. We are highly committed to strong partnerships with the School Council, parents and the wider community. Our school values of Learning, Respect and Working Together are supported by the SWPBIS and the Personal and Social Capabilities of Citizenship, Character and Collaboration that promote engagement and create a positive climate for learning in safe and orderly learning environments. There is a robust sense of collective efficacy that all students can and want to learn and every staff member can make a difference.

Building practice excellence in a safe and collaborative culture is the core work of a distributed leadership team and 13 Professional Learning Teams that are key drivers of change in instructional practice. In these teams, 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, instructional rounds and observe to learn builds Teacher and Education Support capacity to deliver purposeful teaching. Our moto of 'imagine the possibilities' has led us to pursue expanded vocational pathways. Students are at the centre of everything we do at Warringa Park School.

Framework for Improving Student Outcomes (FISO)

1. Building Practice Excellence:

Strengthen PLT leaders to support their teams to use formative assessment

100% of PLTs across all campuses are using the PLT inquiry cycle model to build teacher pedagogical knowledge and examine student data

PLTs are using data to create Guttman Charts and designing pre, post and ongoing assessment tasks and the semester 2 results indicated that 100% of bench marked students are demonstrating measurable literacy and numeracy growth. 85% of year 12 students in the VCAL program are on track to complete their certificate The PLC Maturity matrix data showed that 62% of PLT's assessed themselves as embedding in the areas of curriculum planning & assessment and 62% for embedding in using data to focus and drive collaborative improvement.

A positive result on the Staff Opinion Survey for Collective Efficacy (70.24 to 71.27) shows that teachers working collaboratively in PLT's are well supported in the work they undertake and that this is making a difference to learning outcomes.

Build Instructional leadership to implement a literacy and numeracy strategy

The learning consultant's work with PLT and middle level leadership has built their collective capacity to be instructional leaders and support teachers to explicitly teach high impact literacy and numeracy strategies. The Instructional Placemats explicitly documented shared pedagogical approaches and have developed shared understandings about assessment and instruction which has improved learning outcomes The SOS for Instructional Leadership increased from 70.72 to 77.45.

In English there has been a 7% increase in students working in Foundation and above and there has been a 5%

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increase in students working in Foundation and above in Mathematics since Semester 1.

Build teacher capacity around Mathematics

Increased teacher pedagogical knowledge, defined lesson structure, Purposeful Mathematics Tasks and engaging hands on resources has enabled the school to lift student achievement in Mathematics across the board but specifically in number.

The Curriculum day in Term 1 was differentiated to cater for the needs of each campus and provided a relevant professional learning stimulus that guided our work for 2018. The SOS variable for Professional Learning to improve Practice increased from 80.63 to 86.39.

In our Semester 2 data, the area of Mathematics experienced significant growth with 57% of students in our Progression Points data (56% in Teacher Judgement tool) of students working at or above Foundation which was an 8% increase from Semester 1.

2. To deepen student engagement within a rich learning community

To maximise student wellbeing in a safe, supportive and connected community

Build teacher understanding of student voice and agency

The impact in increased opportunities for student voice and communication can be seen in the attitudes to school survey result where we had an increase from 72.66% to 80% for whole school measures of student voice and agency. With 241 students participating in the ATTS survey this was a positive school wide response.

Attitudes to school results show an increase from 78.33 to 87% in the whole school result for self-regulate and goal setting. ABLES data for self-emotion shows a 10% increase in students working above Foundation from Semester one to Semester two.

Implement the Respectful Relationships program to support PBIS strategies and ensure a positive climate for learning

A differentiated school curriculum has been developed for all 8 Respectful Relationships topics

Respectful Relationships staff survey gave results significantly above the average for all other participating schools, in each of the 5 questions referencing "Support to implement Respectful Relationships".

3. To improve student transitions and pathway provision

Establish the Year 9 – 12 Campus for students with more complex needs at Cayleys Road

The year 9-12 campus at Cayleys Rd has been established (administration, allied health, wellbeing support, leadership team) and significant infrastructure work was undertaken to establish a positive environment for learning with a vocational focus.

Direct transport to each campus has been achieved for 2019 and this will significantly increase teaching and learning time. The Parent Opinion Survey variable for Positive Transitions was 86%

The work experience program has continued to expand and providing students with increasing pathway options. 93% of students in year 10 at BRC have taken part in work experience with 20 partner organisations.

At CRC 90% of Year 12's and 60% of year 11's have participated in supported work placements and volunteering across 12 partner organisations. 10 VCAL students completed their SBAT at Water 2 All. 12

Employers have provided 18 Individual placements and 16 group/staff supported placements. During 2018 39 students had one or more work placements with a total of 21 employers.

Achievement

The culture of high expectations for student achievement is evident in increased scores on the Staff Opinion Survey - Academic Emphasis (65.98 to 68.61) and Collective Focus on Learning (79.5 to 80.26) and indicates that staff are very focused on student learning. A 71.25 score for Collective Efficacy on the SOS school demonstrates that staff are being supported to build their knowledge and practice to ensure our students grow in their learning. The 2018 data shows 100% of bench marked students are demonstrating measurable literacy and numeracy growth. 85% of year 12 students (VCAL) completed the certificate. Teachers provided evidence at P&D reviews of the impact of their literacy and numeracy work. Weekly PLT meetings, Learning Walks (leaders), 2 Instructional Rounds provided opportunities for peer observation (SOS 85.68) and feedback (SOS

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81.08)

The Instructional Placemats explicitly document shared pedagogical approaches and have developed shared understandings about assessment and instruction. The SOS for Instructional Leadership increased from 70.72 to 77.45.

There has been a 5% increase between semesters in our HITS Survey data for Structuring Lessons (Embedding/ Excelling).

Feedback from Term 3 Instructional Rounds in years P-10 was that the purposeful mathematics tasks and the HITS strategies - Goal Setting, feedback and differentiation had increased engagement and improved learning outcomes. In Years 7-10 the Learning Specialist used the Mathematics Instructional Placemat and modelled age appropriate quality tasks aligned to Job Ready Skills. There has been a 36% increase over the year in the number of students working at Vic Curriculum level 3 and 4 in Years 7-10 at BRC.

Quality mathematical iPad applications are enabling students to be independent learners and giving opportunities for practice and repetition. There has been a 3% increase between semesters in our HITS Survey data for Multiple Exposures (Embedding/ Excelling).

Engagement

The school actively seeks out collaborative partnerships with other schools (The Grange P-12 College, A School Improvement Network of 7 Special Schools), networks (Wyndham CoP, PASS), universities(University of Melbourne, VU), parents and community organisations to support our core work. A 6 year partnership with Victoria University enables us to employ 4 students weekly to teach adapted physical education and increase physical activity to promote good learning.

The work experience program has brokered local community based partnerships to provide students with increasing pathway options. 93% of students in year 10 at BRC have taken part in work experience with 20 partner organisations. At CRC 90% of Year 12's and 60% of year 11's have participated in supported work placements and volunteering across 12 partner organisations. 10 VCAL students completed their SBAT at Water 2 All. 12 Employers have provided 18 Individual placements and 16 group/staff supported placements. During 2018 39 students had one or more work placements with a total of 21 employers.

The school contributes to system wide engagement and improvement through participation in research (PLC evaluation), as a lead school in many DET initiatives(Respectful Relationships lead) and as a host school sharing it's instructional practice with local, interstate and international visitors(over 100 from 15 different agencies)

Strong and collaborative partnerships with parents are highly valued and by using digital tools (blogs, ePortfolios, Seesaw(90% uptake), Compass, FaceTime, iDiary) parents are actively engaging in their child's school life. The Parent Opinion data for General Satisfaction was 83%

The Apple partnership is providing effective teaching tools to classroom, Specialist STEAM and Digital Technologies teachers and is a key enabler for improved student learning. The school received Apple Distinguished School status(fifth time) and 75% of teachers completed an Apple Teacher training course

Wellbeing

The Student Wellbeing Team provided student learning opportunities to build resilience and confidence across all campuses. Foundation social skills groups, Multimedia Student Leadership and Middle Years boys and girls groups provided opportunities for students to build relationships and engage positively with their peers. Later Years girls and boys groups and the Cayleys Road drumbeat program focused on resilience and peer relationships.

Attitudes to school survey result measures for 'Managing bullying' have increased from 63.33% to 77%. Parent opinion survey has increased from 90% to 100% for 'Promoting positive behaviour'. However 'Managing bullying' in this survey has dropped from 75% to 71%. Attendance data whole school has seen a slight improvement from 23.37 to 23.35. The addition of an attendance officer to ensure prompt and personal follow up to student absences has seen an increase in referrals to the Wellbeing team for student and family support. 100% of classes across the school have worked on the States of regulation program this year. Students have developed

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independent strategies to self regulate and teachers have developed flexible learning environments to meet student need. Student voice and choice is seen through the states of regulation strategies where students are encouraged to reflect on their readiness to learn, take breaks, use sensory resources and incorporate movement into their day. Attitudes to School results show an increase from 78.33 to 87% in the whole school result for self-regulate and goal setting. ABLES data for self emotion shows a 10% increase in students working above Foundation from Semester one to Semester two.

PLTs are the drivers of intellectual engagement across the school. The PLC Maturity matrix data showed that 62% of PLT's assessed themselves as embedding in the areas of curriculum planning & assessment and 62% for embedding in using data to focus and drive collaborative improvement.

Individual student needs are addressed in case conferences. BSP and positive engagement plans ensure a collaborative approach, the use of data and the regular review of the plans. 86.4% of teachers in the Middle Years have reported having students that use Behaviour Support plans and 72.7% of teachers updated these plans throughout year. The Parent Opinion Survey has increased from 90% to 100% for 'Promoting positive behaviour'.

Financial performance and position

The financial SRP position for year ending 2018 was a surplus of \$3,655,543

This included surplus B/F from previous year (2017) of \$1,439,919

The breakdown of extraordinary revenue that the school has received from the Student Resource Package and DET High Yield Account during the 2018 year is as follows:

- The school received \$361,701 in Equity funding
- The month of March the school received Youth Employment Scheme funds from DET to support the Education Support Trainees, with amount of \$22,500
- In the month of May the school received Advance Funding for 3 applications of \$19,450.00, and a DigiTech Grant of \$8,418.00,
- The quarterly grant received in October included an additional credit to cash transfer amount of \$1,476,640.00 being surplus amount from current year 2018.

Additional revenue the school received was a donation from the Commonwealth Bank, Werribee with the amount of \$10,000.00 This donation was used to purchase furniture for the Multi Media Building.

Extraordinary expenses that occurred during 2018 were:

- During the course of 2018 we were continuing to establish and support the extension and growth for the Caleys Road Campus. This cost was \$153,998.00 by the end of 2018; however further grounds and building works has been undertaken to ensure adequate support and resources are available to the students and staff at this campus.

- \$1,500,000.00 funds in the SRP has been committed to the Department of Education for the rebuild of Caleys Road Campus. Further funds are required to support the landscaping, resources and furniture as part of the campus rebuild.

In October and November the school purchased 2 new buses that cost \$176,000.00

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.

Refer to the 'How to read the Performance Summary' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government specialist school type.*

Enrolment Profile

A total of 518 students were enrolled at this school in 2018, 145 female and 373 male.

22 percent of students had English as an additional language and 2 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	89.6	89.3	81.5	95.1

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	63.8	64.9	56.8	72.7

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)	English	Mathematics
	Percent	Percent
A	3.0	4.1
B	13.1	12.7
C	13.4	13.9
D	18.0	14.1
0.5	0.5	0.1
F	19.8	13.6
F.5	0.2	0.3
1	17.1	21.0
1.5	0.2	0.4
2	8.6	13.6
2.5	0.4	0.6
3	4.1	3.3
3.5	0.2	0.1
4	1.4	2.0
4.5		
5	0.2	0.2
5.5		
6		
6.5		
7		
7.5		
8		
8.5		
9		
9.5		
10		
10.5		
11		
11.5		
NA		

ENGAGEMENT

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	2015	2016	2017	2018	4 year average
Average number of absence days	23.2	23.8	23.4	25.4	23.9

Students exiting to further studies or full-time employment

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

Student Exits	2015	2016	2017	2018	4 year average
Percent exiting to further studies or full-time employment	100.0	100.0	100.0	100.0	100.0

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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$17,114,579
Government Provided DET Grants	\$2,533,641
Government Grants Commonwealth	\$5,062
Government Grants State	\$29,175
Revenue Other	\$139,769
Locally Raised Funds	\$154,227
Total Operating Revenue	\$19,976,453

Equity ¹	Actual
Equity (Social Disadvantage)	\$361,701
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$361,701

Expenditure	Actual
Student Resource Package ²	\$13,507,069
Adjustments	\$0
Books & Publications	\$7,346
Communication Costs	\$101,653
Consumables	\$214,000
Miscellaneous Expense ³	\$1,118,125
Professional Development	\$84,104
Property and Equipment Services	\$1,315,103
Salaries & Allowances ⁴	\$1,130,256
Trading & Fundraising	\$64,071
Travel & Subsistence	\$85,372
Utilities	\$121,549
Total Operating Expenditure	\$17,748,648
Net Operating Surplus/-Deficit	\$2,227,805
Asset Acquisitions	\$218,729

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$1,025,821
Official Account	\$65,238
Other Accounts	\$95,603
Total Funds Available	\$1,186,662

Financial Commitments	Actual
Operating Reserve	\$617,063
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$617,063
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,234,125

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 04 Mar 2019 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.

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 two 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' OR 'NP'?

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 recognizes 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

'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').