

2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 15 March 2024 at 02:23 PM by Ashwini Sharma (Principal)

- This 2023 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 20 March 2024 at 10:29 AM by Sean O'Mahoney (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

'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').

Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Warringa Park School is a specialist school P-12 school which caters for students aged 5 to 18 years who have a diagnosed intellectual disability. The school population is drawn from the City of Wyndham. Warringa Park has four campuses - the Warringa Crescent campus in Hoppers Crossing, which caters for students from Foundation-Year 6, the Polly Parade campus in Tarneit which opened in 2023 and caters for students in Foundation-Year 3, the Bethany Road campus in Hoppers Crossing which caters for students in Year 7-9 and the Cayleys Road campus in Werribee South which caters for in students in Year 10-12 who are completing the Victorian Pathways Certificate (VPC). As a rural campus in Werribee South, the Cayleys Road Campus also offers an alternative vocational education program for students in Year 7 to 12. The school currently has an enrolment of 705, comprising 190 females and 515 males. Our staffing contingent is made up of one principal, six assistant principals, 109 teachers and 153 education support staff.

Our school vision is for an “Excellent Education for Every Student” and we are committed to our whole purpose in creating an inclusive, challenging and supportive learning environment for every student. For our later years, we ensure that our students explore local and global issues by engaging in experiences that support their personalised pathway. These interests based authentic experiences have the clear purpose of building skills for students to participate and communicate successfully in the world beyond our school. Our objective is to ensure that students have access to a rich, diverse curriculum that is sequential, connected and caters for different learning styles and meets individual needs. The school motto is “imagine the possibilities” and our values are “learning”, “working together” and respect.

Warringa Park School promotes and values excellence in education for students with additional learning needs. There is a strong belief 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, Science and Technology are seen as integral to the achievement of successful post-school options. A high level of student engagement and improved student learning is being achieved through a one-to-one iPad program. The school is an Apple Distinguished School. As well as pursuing academic excellence, student health and wellbeing are strongly promoted across all campuses. The school provides a stimulating, safe, challenging and flexible learning environment where student achievement is acknowledged and celebrated. The facilities and centres of learning are spacious, bright and well-resourced to meet the needs of the 21st century learner. The home-school partnership is highly valued, and we welcome parent involvement in our school to ensure that our students have access to all the supports they require in their learning and wellbeing. In 2018 Warringa Park School was recognised in the Victorian Education Excellence Awards for Outstanding Inclusive Education.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was yet another impressive year for Warringa Park School. Professional Learning on the 4-stage problem solving cycle was undertaken over a series of sessions with support from the Secondary Curriculum AP and VPC PLC Leader. Every teacher from the VPC team completed the activity-based course available on VCAA Professional Learning platform on using the Numeracy Problem Solving Cycle. Numeracy planning documentation now reflects students having the opportunity to identify the mathematics they are using, act on the mathematics, evaluate and reflect on their learning and communicate and report of this. Learning Walk observations have observed the Problem-Solving Cycle in practice and highlighted students effectively using a wide range of mathematically tools to problem solve. 86% of students enrolled in VPC have successfully completed Unit 1 and Unit 2 of Numeracy. Of the remaining 14% of students, 6% have exited the school, 7% of students are on re-engagement plans and 1% of students have partially completed.

In semester 2 a professional learning plan for PLC leaders was initiated. Leaders worked closely with our Educational Consultant to design a plan which aimed to build their capacity to lead other teachers to improve their instructional capacity. PLC Leaders attended 3 Twilight Sessions with our Educational Consultant. These sessions focused on improving maths content knowledge, deepening their understanding of the PLC inquiry cycle and how they can successfully plan and facilitate PLC meetings. Our Educational Consultant also worked with the Upper Primary PLC teams on improving their teaching of multiplicative thinking. Learning Walks were undertaken to identify teachers' current practice and to work out if there were common gaps in student learning. The teams then undertook a cycle of inquiry into the teaching strategies that can be used effectively to teach this skill to their learners. This proved successful and this work will continue in 2024. Teachers made use of videos to moderate their summative assessment judgements. Sharing evidence of the work that students are able to do with the other members of their

PLC's and explaining their thinking as to why they assessed a student at a certain level was an important activity for teachers and supported the improvement of teaching practices across the school.

The Primary Learning Centres identified counting as a focus area for improvement in 2023. The use of materials to teach counting was determined as a teaching strategy that teachers could use to improve students' counting skills. All staff undertook professional learning on the use of 'loose parts' to teach counting which was run by the school's Educational Consultant. PLCs across the primary years then used the strategy in their PLC inquiry cycles which focused on counting. It was determined that the use of cross checks to identify students' learning needs would be an integral part of this work too. Leaders worked with PLC Leaders and teachers collaboratively to ensure they understood how cross checks can be utilised to gather data pre, post and during the teaching of the unit. This has led to teachers increasing their ability to meet students at their point of learning need by making use of crosschecks in every lesson. The use of crosschecks will be outlined as a school wide assessment strategy in the guaranteed and viable numeracy curriculum.

It was evident that this work had an impact on student learning as the teacher judgements on the Victorian Curriculum student achievement data recorded on the Curriculum Level Tracker shows that great progress has been made. The percentage of students who made progress in the area of Number and Algebra: 100% of students in the Early Primary learning area made progress, 90% of students at the Polly Parade campus made progress, 89% of students in the Lower Primary learning area made progress and in the Upper Primary learning area 94% of students have made progress.

Fortnightly Teaching and Learning focused Learning Centre meetings have continued across Secondary, which have provided opportunities for PLC Leaders to work collaboratively with their teams to review student data, moderate work samples and plan for instruction based on students point of need. Teachers worked together to evaluate the impact these instructional practices had on student learning by measuring and comparing student work samples over time.

Video evidence from Instructional Rounds was embedded into PLC Improvement Cycles across Secondary in Term 3. This process involved High Impact Teaching Strategies being used to support students across the cohorts to meet their identified learning goals. Students working in the VPC demonstrated their capacity to communicate their learning goals and used the evidence-based strategy of 'Bump it up Walls' to support them to identify what their next steps in learning. Students demonstrated they are intrinsically motivated to monitor and achieve their learning goals using this strategy. Students used rubrics to self-assess their skills and understandings, explicitly identifying the next steps in their learning and how they might achieve this.

Leaders in the Primary years worked closely with PLC Leaders to support their understanding of the use of cross checks as a means of formative assessment. This was linked to counting to align with the work in PLC inquiry cycles which focused on the strategy of using of materials to teach counting. This entailed PLCs working together to determine the sequence of learning in counting which was used on the cross check. This enabled teachers to record student progress data on a daily basis which informed teachers' planning as they were well aware of next steps in learning for each student in their class. The use of the cross checks to inform planning led to an increase of differentiation of teaching which was evident when leaders undertook learning walks as well as in planning documentation.

Teachers were supported to undertake collaborative moderation of student work in semester 2 this year. PLC Leaders led teachers to, using pieces of evidence for students in each level in subject area, to articulate the reasons for their judgements of student learning when completing formative assessments. This process aimed to improve teacher knowledge and common understanding of the curriculum and student learning and achievement.

93.33% of destination data was recorded for students completing Year 12 in 2022.

Wellbeing

This year the school continued to focus on the development of strategies to support Readiness to Learn through the increased implementation of tools such as the body scan, and the growth of Readiness to Learn Passports into the complete Toolboxes for each student. This allowed students to build their understanding of self-regulation, leading to increased engagement. This work was reflected in our Attitudes to School Survey data which saw a positive response rate of 80% in Self Regulation and Goal setting. The Allied Health team developed and implemented Sensory Motor Programs and rolled these out by using the Gradual Release model to build capacity of staff to implement the program. This was further supported with Professional Learning for staff. The Later Years Wellbeing Team continued their critical work in building school connectedness through targeted sessions with key students. We employed a Mental Health Practitioner and a youth worker to support the work of the Wellbeing team in the Later Years space and this has seen all of the students engaged in Wellbeing conferences and programs when referred to their services. To respond to the Social and Emotional capabilities of our students needs WPS has implemented Professional Learning on Trauma Informed practice by Berry Street. This course focus was on trauma-informed strategies to promote self-regulation, build safe and strong relationships to help students feel safe, learn healthy routines, identify, and manage their emotions and behaviour, and build resilience. The Berry Street Education Model also aligns well with our Mindfulness strategies which are embedded across all classrooms.

The school nurses successfully trained staff in a range of complex medical training such as peg feeding and anaphylaxis, along with keeping staff up-skilled in First Aid training and emergency response relevant to the students' needs.

Engagement

At a whole school level, we implemented new attendance protocols which included direct text messages being sent home to parents by 11am to confirm absence reasons. With this and other strategies in place we saw a positive increase in attendance across whole school in all four terms - Term 1 - up 2.43%, Term 2 up 6.21%, Term 3 up 6.12% and Term 4 up 5.96%.

All students had their interests reflected in programs and secondary students have targeted elective choices along with VET and SBAT programs to build their skills and knowledge for when they transition to post school options. This was further supported through Community partnerships in Later Years Vocational Learning programs. The school committed to a Communities of Practice model which allows staff to work in a range of targeted areas to develop knowledge and understanding across all campuses. Within these CoPs Leaders identified areas such as: School Wide Positive Behavioural Support, Student Voice and Agency (AAC), Readiness to Learn, Wellbeing and Restorative Practices. These Communities all worked towards the shared goals of collective efficacy and supported student engagement. The SWPBS team worked with our School Wide SWPBS Coach to implement an Action Plan to impact School wide fidelity in SWPBS. This allowed us to review practices that we had in place and continue to build on areas that required attention.

The Student Representative Committee is an active body at WPS and continues with every opportunity to promote student voice and agency. This is celebrated by SWPBS rewards and awards for promoting our school values of Respect, Working Together and Learning.

In secondary years, students prepare for work related skills, it is our priority to support them in setting personal & social goals and vocational goals then building the necessary skills and knowledge to achieve them. This ultimately increases their school connectedness and engagement. Staff have undergone training from Real Schools across our Later Years around Restorative Practice, this was further supported with a Community of Practice and Book Club to build knowledge around supporting students to build relationships and problem solve. This work saw a positive response of 85% in the area of Sense of Inclusion across the Later Years in our Attitudes to School Survey and 71% in a Sense of Connectedness across the whole school.

Other highlights from the school year

We welcomed Polly Parade Campus into the Warringa Park School family in 2023 as we continue to grow within the Wyndham community. Across our four campuses we continued with our focus on providing excellent education for all students. This was highlighted with the launch of One Big Bunjil, our book that celebrated our focus on Numeracy, along with the representation of our indigenous language and native animals.

Across the school our students attended camps from middle primary right through to senior secondary with a range of goals and achievements taking place on all of them. Giving our students the opportunity to work on building their levels of independence is critical development on their journey into the post school pathways, and camp provides these moments by the dozen.

It was also another successful year for our Cayleys Road Night Market and our family event on International Day of Persons with a Disability, which gave the whole community a chance to celebrate the success of all our students and the inclusivity that our programs provide them across the school.

Financial performance

Warringa Park School (WPS) continued to maintain a robust financial position throughout 2023. The school's Strategic Plan and Annual Implementation Plan continue to provide the framework for efficient and effective resource allocation to support the school and to achieve positive student outcomes.

The Student Resource Package (SRP), which funds teacher and support staff salaries, indicates a total school surplus of \$19,682,295 an increase of just under \$5,000,000 since the end of 2022. A large part of SRP surplus is attributable to the fact that most of our funding that comes in credit is expended through the cash budget such as Classroom ES staff. Like previous years the school continues to use its significant staffing surplus to supplement its operating expenditure, in 2023 WPS transferred \$4.8 Million from its staffing surplus to cash at bank to manage its operations. The school's SRP surplus provides an amazing opportunity to continually develop high impact, sustainable strategies to create an environment conducive to achieving positive student outcomes. In 2023 Warringa Park School invested heavily in capital expenditure with breakdown as follows

- \$243,655 – Minor Land/Building
- \$113,130 – Major Land/Building

- \$26,945 – Sporting Equipment
- \$54,043 – Plant/Equipment
- \$35,388 – Communication Equipment
- \$29,403 – Furniture/Fittings

The school's operating expenditure is heavily dominated by salaries & allowances and support services which is indicative of the classroom support that is required by the school. The school's Equity Funding was used towards teachers, professional learning, special programs, and student resources to help support an equitable environment for all students.

The school's finance commitment summary demonstrates the current reliance of SRP surplus to manage its school operations, with financial commitments being greater than cash at bank at the end of 2023. The SRP Surplus will be used to supplement programs in 2024.

For more detailed information regarding our school please visit our website at
<https://warringapark.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 684 students were enrolled at this school in 2023, 182 female and 502 male.

35 percent of students had English as an additional language and 3 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).

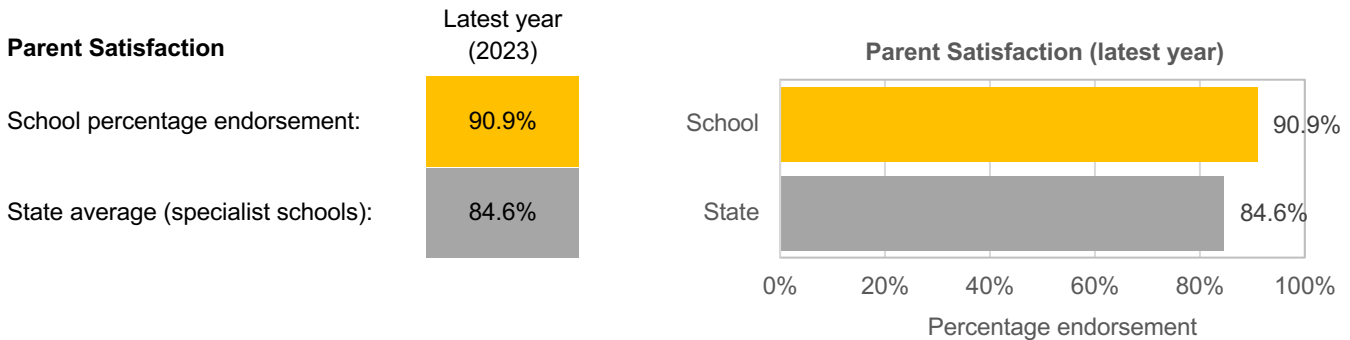
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

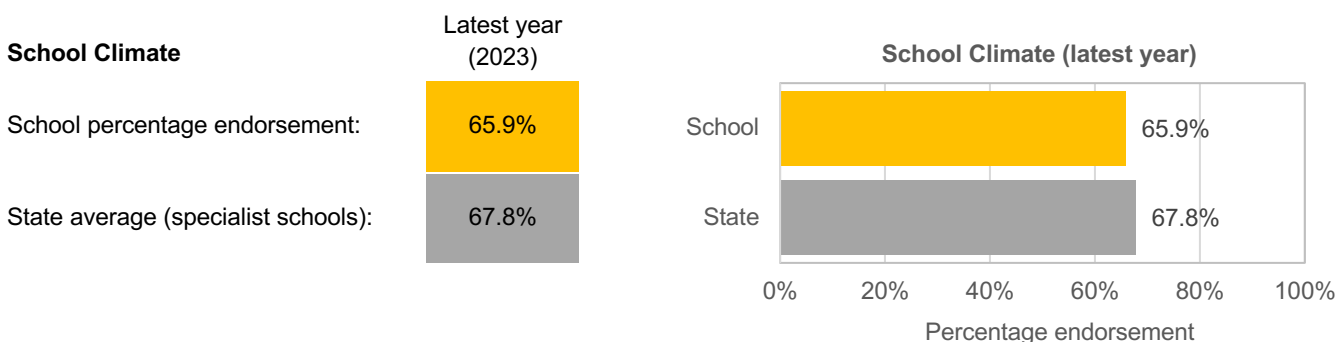


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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.



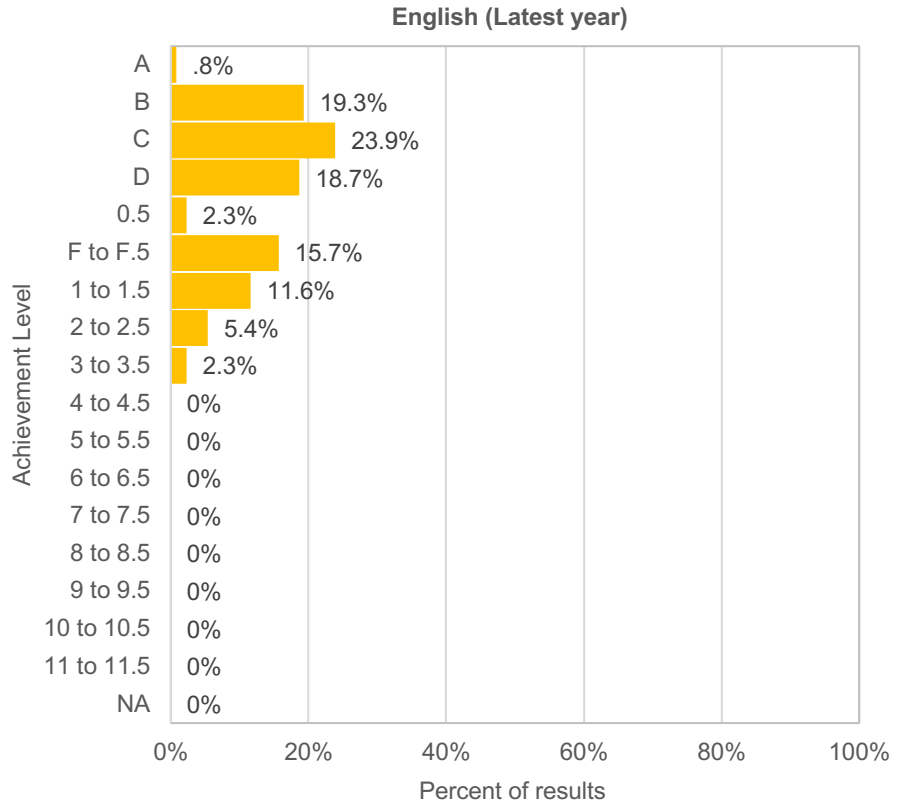
LEARNING

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

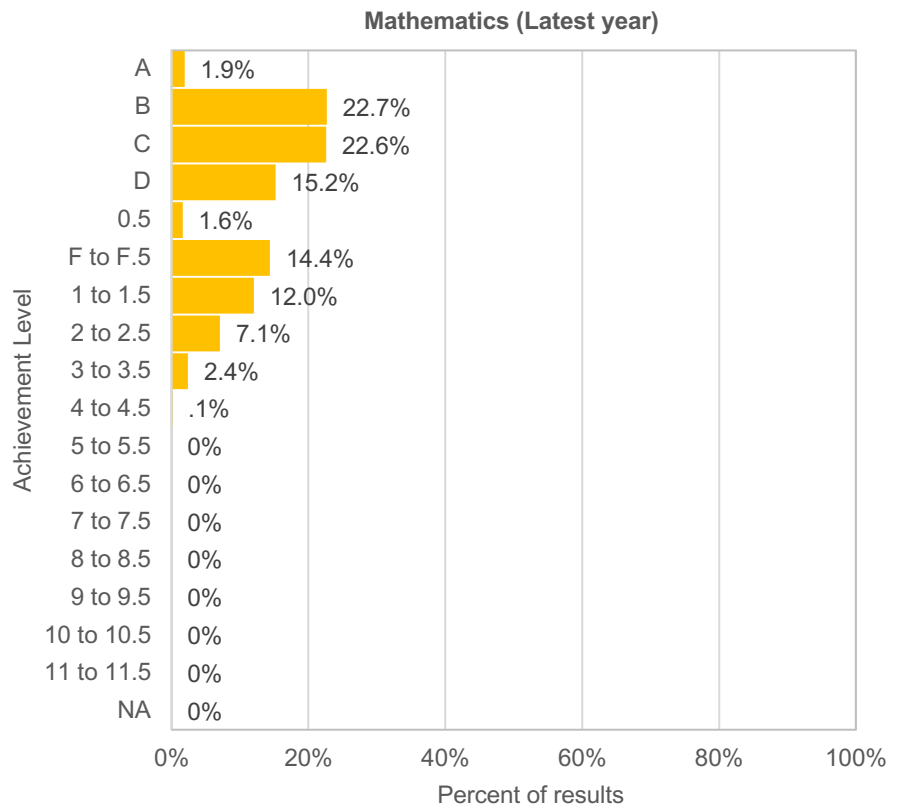
English

Achievement Level	Latest year (2023)
A	0.8%
B	19.3%
C	23.9%
D	18.7%
0.5	2.3%
F to F.5	15.7%
1 to 1.5	11.6%
2 to 2.5	5.4%
3 to 3.5	2.3%
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2023)
A	1.9%
B	22.7%
C	22.6%
D	15.2%
0.5	1.6%
F to F.5	14.4%
1 to 1.5	12.0%
2 to 2.5	7.1%
3 to 3.5	2.4%
4 to 4.5	0.1%
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



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	2020	2021	2022	2023	4-year average
School average number of absence days:	42.4	35.0	34.3	37.0	37.1

Students exiting to further studies or full-time employment

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

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

Student Exits	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	100.0%	100.0%	100.0%	96.5%	98.5%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$40,253,393
Government Provided DET Grants	\$7,013,723
Government Grants Commonwealth	\$0
Government Grants State	\$87,372
Revenue Other	\$236,915
Locally Raised Funds	\$150,337
Capital Grants	\$0
Total Operating Revenue	\$47,741,739

Equity ¹	Actual
Equity (Social Disadvantage)	\$325,259
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$325,259

Expenditure	Actual
Student Resource Package ²	\$20,571,098
Adjustments	\$82,228
Books & Publications	\$9,768
Camps/Excursions/Activities	\$202,060
Communication Costs	\$89,662
Consumables	\$385,871
Miscellaneous Expense ³	\$138,018
Professional Development	\$135,680
Equipment/Maintenance/Hire	\$799,327
Property Services	\$969,621
Salaries & Allowances ⁴	\$1,999,958
Support Services	\$1,194,841
Trading & Fundraising	\$71,794
Motor Vehicle Expenses	\$47,452
Travel & Subsistence	\$0
Utilities	\$183,436
Total Operating Expenditure	\$26,880,816
Net Operating Surplus/-Deficit	\$20,860,924
Asset Acquisitions	\$420,335

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$965,682
Official Account	\$19,393
Other Accounts	\$0
Total Funds Available	\$985,075

Financial Commitments	Actual
Operating Reserve	\$903,727
Other Recurrent Expenditure	\$9,865
Provision Accounts	\$0
Funds Received in Advance	\$95,212
School Based Programs	\$125,089
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,435
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	\$1,135,328

All funds received from the Department of Education, 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.