

2023 Annual Report to the School Community

School Name: Wayi School (5608)



- 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 26 April 2024 at 05:57 PM by Leanne Sinnadurai (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 29 April 2024 at 03:14 PM by Riva Sauer (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

Wayi School was established in 2023 and is located in the city of Hume, approximately 25 kilometres north of Melbourne. Wayi is the Woi-wurrung word for 'us', the foundation of our school philosophy of building an inclusive school community. Our school has been purposely built to support our commitment to creating an innovative learning environment that nurtures and develops all students through an ability and strength-based approach.

In 2023, we had 100 students enrolled, aged from 5 to 17, with a staff of 23 teachers supported by 25 Educational Support Staff. To further support the needs of our students, we employed two occupational therapists, one speech pathologist, three administrative staff, one contracted maintenance staff, one business manager, and two principal class team members.

At Wayi School, our vision is to empower and inspire every member of our learning community. Through collaborative partnerships, we provide individualised and holistic learning to ensure students become valued and contributing members of their community.

Our three core values support our vision: voice, choice, and independence.

- **Voice** – We believe communication underpins all areas of learning and life, and everyone has the capacity and the right to communicate.
- **Choice** – We promote agency, enabling everyone to make choices and decisions that influence events and their world.
- **Independence**—We strive to prepare all students to become lifelong learners and responsible citizens who are ready to meet the challenges of the future.

Our curriculum at Wayi School reflects the Victorian Curriculum framework and the Victorian Pathways Certificate, with specialist programs in visual and media arts, physical education, and music. Each student has an Individual Education Plan developed by teachers in consultation with parents and therapists. The plan focuses on developing personal growth for each student and is delivered through an individualised, strength-based, holistic approach.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, learning at Wayi School focused on supporting those who need scaffolding and those who have thrived to continue their learning, especially in numeracy. Our approach has been structured and targeted towards improving the learning experience for both teachers and students.

We identified the need to create a consistent approach to developing Individual Education Plans (IEP) that emphasised a strength-based approach, concentrating on student potential to achieve positive educational outcomes. In addition, we created a Learner Profile, identifying the reasonable adjustments students require for effective and meaningful participation in their learning programs. Professional development and ongoing support from learning specialists and school leaders provided targeted learning and meaningful and collaborative discussions on developing IEPs and Learner Profiles. Building teachers' skills and confidence alongside a whole-school consistent approach to developing and updating each document to ensure they focused on students' strengths and promoted growth.

Our school adopted continuous reporting, a progressive approach to keeping families abreast of their child's academic journey. Through regular updates on progress and performance utilising the SeeSaw platform, a robust partnership between the school and home was fostered. Additionally, our therapy team implemented Student Focus Meetings (SFMs), a cornerstone in driving school-wide Tier 1 interventions and professional development delivery. These meetings served as a platform to shape our school's standard of practice concerning communication and language support for our students. By collectively establishing what we do daily to aid our students and implementing these practices across the board, we ensured a consistent and supportive learning environment for all students.

During Professional Learning Communities, teachers explored how Seesaw activities and Video Self-Modelling could improve student engagement and learning outcomes. Professional Learning and ongoing collaboration supported teachers to utilise both learning tools to scaffold and support students to achieve their learning goals. By the end of each inquiry process, teachers reported both learning tools had a positive impact on student learning.

The Attitude to School survey reflected the effectiveness of these strategies, with 87% of students expressing a positive endorsement of effective teaching practices for cognitive engagement, above the 83% reported by similar schools. Parents further supported this, identifying an 89% positive endorsement through the Parent Opinion survey.

Wellbeing

In 2023, we focused on effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable. To support wellbeing across the school, we implemented the School Wide Positive Behaviour Support (SWPBS) framework, utilising the multi-tiered system of support to improve student social-emotional wellbeing, build positive and respectful relationships, and create a predictable learning environment, all of which provides opportunities to increase time focused on learning. We developed the Wayi SWPBS team, working with our SWPBS coach from the Department of Education, focusing on using our school values of Voice, Choice and Independence to implement the program with fidelity. Our Engagement and Wellbeing Leading Teacher provided professional development and ongoing support to ensure a consistent whole-school approach, including the implementation of tickets, the SWPBS raffle, and classroom SWPBS displays with the visual matrix to support students' understanding of the expected behaviours.

We worked with Foodbank to deliver the Breakfast Club program as part of our wellbeing focus. We invited students to attend for breakfast and provided snacks and lunch during the school day to support students' engagement and participation fully in their learning. Home food packs were made available to send home with families to support student wellbeing further.

The Attitudes to School Survey supported these initiatives with students reporting a positive sense of wellbeing, with 84% of students providing a positive response to life satisfaction, above the state average of 80%.

Engagement

During our founding year at Wayi School, we focused on creating a positive learning community to support all students transitioning from their previous educational settings into our school. We used school tours, social stories, meet-the-teacher sessions, and ongoing family communication to support students' transition into their new school environment. This supported positive endorsements from parents for positive transitions (95%) and student connectedness (94%).

We employed a whole-school consistent approach to monitoring absences, with teachers contacting and checking in with families when absences occurred, with referrals to the Engagement and Wellbeing Leading Teacher when continual absences were noted. Care team meetings were set up for students identified as requiring extra support in transitioning from home to the school environment, with transition plans developed and enacted to support students in increasing their access to their learning program. This led to a 38.1-day average of student absences primarily due to illness and extended family holidays.

Developing clear communication channels was essential to support the continuity of learning and attendance throughout the year. This included utilising Compass Connect for daily communication with families and the Wayi Word community newsletter to deliver whole school messages to our community. With 50 percent of our students speaking English as a second language, we identified a need for translation support to improve communication, including utilising Language Loop and staff who spoke additional languages to support discussions with these families. Further, we implemented a translation service on our website and Wayi Word and transitioned from Compass Connect to Seesaw Messages, which provided a translation feature to improve family communication about student learning and attendance.

Other highlights from the school year

In our inaugural year, the focus of our new school was to establish a nurturing and dynamic learning environment for our students. We marked a significant milestone with the official opening ceremony, graced by the esteemed presence of the Minister for Education. Our students took charge, showcasing their hospitality by hosting a delightful morning tea for the occasion.

Continuing the momentum, our school received a distinguished visit from the Premier and the Minister for Education, who proudly announced our successful application for the High-Intensity Out of School Hours Care (OSHC) program, further solidifying our commitment to comprehensive student support.

Wayi School connected with various community entities like The Variety Club, Bank First, Foodbank, State School's Relief, JetStar, and Bunnings. These partnerships were instrumental in furnishing our students with essential resources ranging from bicycles to iPads and communication systems, ensuring equitable access to educational tools.

Beyond the classroom, our students engaged in enriching experiences at the Splash Aquatic Centre, fostering physical well-being, while our Senior Secondary (VPC) class embarked on memorable school camp adventures at the Blackwood Outdoor Education Centre, fostering independence and resilience in the great outdoors.

Financial performance

We significantly invested in therapeutic supports and staffing to support a safe, supportive and inclusive learning environment. In addition to the classroom teacher, each classroom had an educational support staff member (ESS), with many classes having access to additional ESS to support student needs. Occupational therapy furniture and aides, including pedal desks, regulation fidget tools and wobble stools, were available for each classroom, with two full-time occupational therapists and a speech pathologist working in classrooms to support their use for student growth.

We applied for numerous grants to support our school, including the Sporting Schools and Music in Schools program, which provided professional development, incursions, and resources to improve access and the delivery of physical education and music programs. We also successfully applied for AAC grants to support the implementation of AAC to develop independent communication skills.

Our wonderful community came together on multiple occasions to support our school, including the growth of our school library. Through their fundraising efforts and voluntary parent contributions, we raised \$12,862, which supported the growth of reading and learning materials for our students to access.

Due to the Disability Inclusion Funds becoming available at the end of the year, the total funds available brought the school into a surplus, resulting in a positive financial position that will allow us to continue to develop school infrastructure and resources to meet the needs of our growing school population. This has included four new portable classrooms delivered and built for the 2024 school year.

For more detailed information regarding our school please visit our website at
<https://wayischool.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 100 students were enrolled at this school in 2023, 29 female and 71 male.

50 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

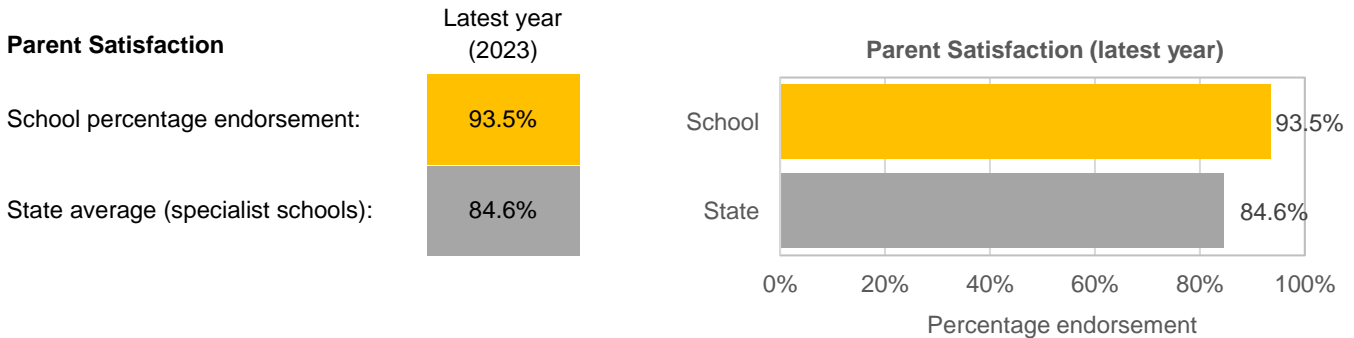
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: NDA

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.

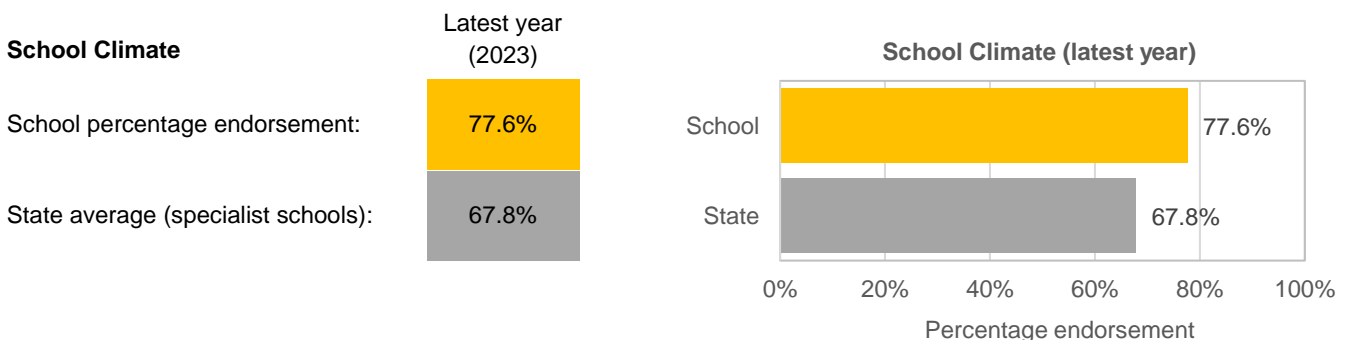


School Staff Survey

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.



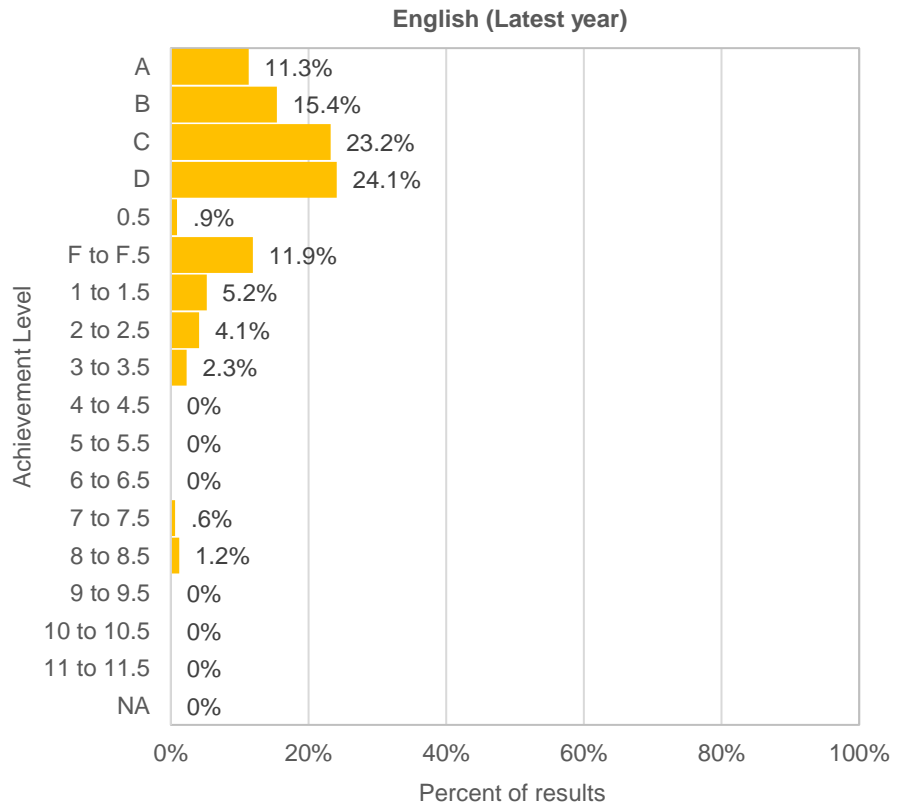
LEARNING

Teacher Judgement of student achievement

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

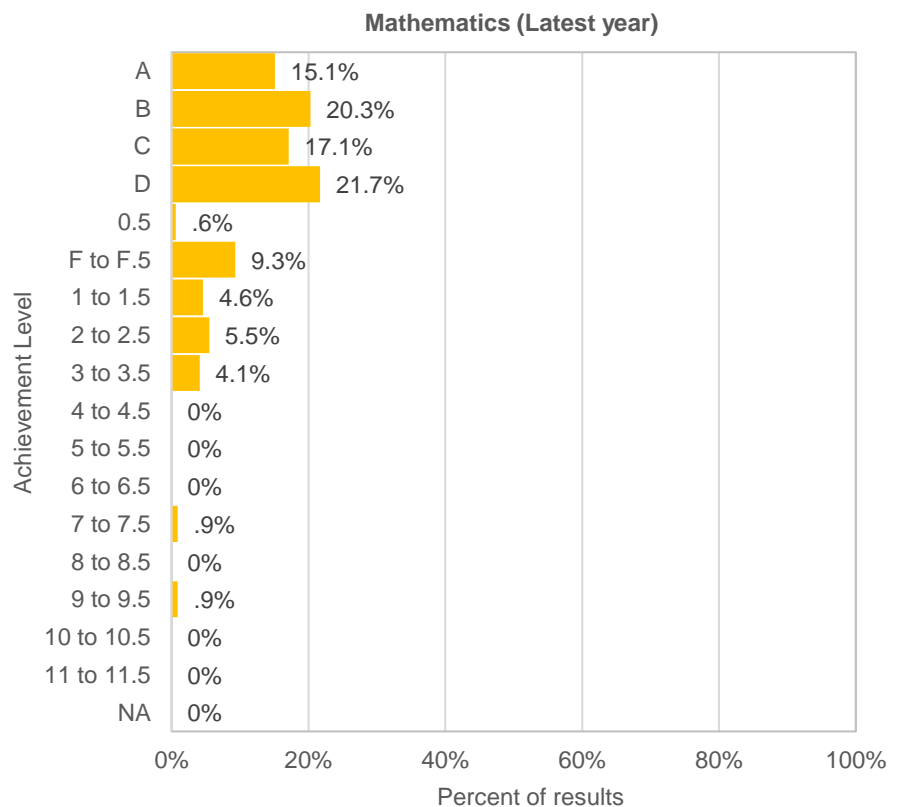
English

Achievement Level	Latest year (2023)
A	11.3%
B	15.4%
C	23.2%
D	24.1%
0.5	0.9%
F to F.5	11.9%
1 to 1.5	5.2%
2 to 2.5	4.1%
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	0.6%
8 to 8.5	1.2%
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2023)
A	15.1%
B	20.3%
C	17.1%
D	21.7%
0.5	0.6%
F to F.5	9.3%
1 to 1.5	4.6%
2 to 2.5	5.5%
3 to 3.5	4.1%
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	0.9%
8 to 8.5	NDA
9 to 9.5	0.9%
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:	NDA	NDA	NDA	38.1	38.1

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:	NDA	NDA	NDA	NDA	NDA

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,985,671
Government Provided DET Grants	\$1,017,577
Government Grants Commonwealth	\$8,122
Government Grants State	\$1,300
Revenue Other	\$16,927
Locally Raised Funds	\$12,862
Capital Grants	\$0
Total Operating Revenue	\$6,042,460

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$4,117,911
Adjustments	\$0
Books & Publications	\$2,708
Camps/Excursions/Activities	\$4,002
Communication Costs	\$3,708
Consumables	\$62,733
Miscellaneous Expense ³	\$7,627
Professional Development	\$10,146
Equipment/Maintenance/Hire	\$105,613
Property Services	\$4,798
Salaries & Allowances ⁴	\$207,790
Support Services	\$160,533
Trading & Fundraising	\$3,356
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$72,183
Total Operating Expenditure	\$4,763,107
Net Operating Surplus/-Deficit	\$1,279,353
Asset Acquisitions	\$0

- (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	\$367,682
Official Account	\$56,128
Other Accounts	\$0
Total Funds Available	\$423,810

Financial Commitments	Actual
Operating Reserve	\$107,533
Other Recurrent Expenditure	\$2,233
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$109,766

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.