

# 2024 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 27 March 2025 at 12:38 PM by Leanne Sinnadurai (Principal)

- As executive officer of the school council, I attest that this 2024 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 02 April 2025 at 05:40 PM by Leanne Sinnadurai (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

## About Our School

### School context

Wayi School, established in 2023, is situated in the city of Hume, approximately 25 kilometres north of Melbourne. 'Wayi' is a Woi-wurrung word of the Wurundjeri people meaning 'us' - We work together, in partnership, supporting our students as a team. We know that our students benefit from the efforts, expertise, and commitment from all of 'US' – inclusive of family, educators, and community.

The school's design is intentional, aimed at creating an innovative learning environment that nurtures and develops students through a strengths-based, ability-focused approach. Wayi School is particularly dedicated to providing tailored learning programs for students with intellectual disabilities. The school welcomes children from 5 to 17 years of age. Our learning environment is safe, stimulating, and challenging, and we celebrate student achievements.

In 2024, Wayi School had an enrollment of 157 students, ranging in age from 5 to 17 years old. The school was supported by a dedicated team of 23 teachers (19 FTE) and 33 Educational Support Staff (24 FTE). To further support our students, the school staffing model consisted of 5 therapy staff, 1 wellbeing staff member, 4 administrative staff, 1 maintenance contractor, 8 leadership team members, and 2 members of the principal class team.

At Wayi School, our mission is to inspire and empower every member of our community. We provide individualised, holistic learning through collaborative partnerships to ensure that students grow into valuable and active contributors to their communities. Our vision is supported by three core values: 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.

Wayi School implements the Victorian Curriculum and the Victorian Pathways Certificate, offering specialised programs in visual and media arts. Every student's education is guided by an Individual Education Plan (IEP), created through collaboration between teachers, parents, and therapists. These plans focus on personal growth and are implemented using individualised, strengths-based approaches, incorporating reasonable adjustments to meet each student's unique needs. Both our curriculum and extracurricular programs are designed to provide appropriately challenging, engaging, and motivating experiences.

In addition to our commitment to personalised learning, Wayi School has implemented Continuous Reporting, a model where assessment information is shared regularly with parents and caregivers throughout the year. This approach replaces the traditional semester reporting system, providing feedback that is timely and actionable. Continuous Reporting offers regular updates that allow students to make improvements in real-time.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2024, learning at Wayi School continued to focus on supporting students who require scaffolding, as well as those who have thrived to continue their learning, with an emphasis on literacy. Our approach centred on utilising key processes within the school, including our Professional Learning Communities (PLCs) and the development of our middle leaders to drive actions aligned with our goals.

PLC instructional leaders participated in the Department of Education's PLC Instructional Leader professional learning program and collaborated with our linked school to strengthen the PLC process. This collaboration embedded inquiry questions focused on the application of the teaching and learning cycle within our literacy programmes. As a result, we saw ongoing improvements in literacy assessment practices and the application of targeted phonics and word knowledge lessons. The positive outcomes in improving student engagement and results, stemming from our PLC inquiries, were highlighted by the high positive endorsement for 'Effective teaching time' within the 'Student cognitive engagement' component of the Parent/Guardian/Caregiver Opinion Survey. This endorsement exceeded our goal of 89%, reaching a positive endorsement of 93%.

The introduction of our Literacy Leader and literacy team further advanced our goal. They focused on researching, connecting with experts, and leading our school in the implementation of evidence-based literacy programmes aligned with the Department of Education's reading position. This effort led to the development of Wayi School's Phonics Program, which will be implemented in the 2025 school year, with ongoing support from our Literacy Learning Specialist and literacy team.

In addition to the introduction of our Literacy Leader, we introduced our Numeracy Leader in 2024. This role focused on professional learning and connecting with network schools to develop our Mathematics Curriculum aligning with the department's numeracy priorities. This role will continue to evolve, focusing on developing our whole school approach to teaching numeracy.

In 2024, we have continued to embed and improve the continuous reporting process, utilising Seesaw digital platform to communicate with families and continuously develop curriculum resources. Anecdotal information from school community feedback has been positive. Teachers have been able to share and access learning material more readily, improve communication with families, motivate students' learning and track learning growth more efficiently. All families and students have been provided with ongoing feedback towards learning progress on a weekly basis and provided opportunities to support student voice and empowerment over their learning through their contributions to their posts and opportunities for reflection on their learning through viewing past posts and observing their own growth.

### Wellbeing

In 2024, the Expect Respect program was introduced to foster a positive, respectful school environment. During Term 1, the Wellbeing Team facilitated the creation of school-wide unit

planners to promote respect and combat bullying. Teachers later reflected on and refined these planners for future use. The Expect Respect – Be a Wayi Warrior poster, displayed in every classroom, encouraged students to be upstanders and support peers facing bullying. In Term 3, No Bullying Week highlighted the importance of continuous engagement with these strategies, with a special WayiTV episode demonstrating bullying prevention through the “Stop, Walk, Talk” method. This initiative has increased students’ confidence in addressing bullying.

The School Wide Positive Behaviour Support (SWPBS) team met three times each term, whilst the Wellbeing Team met weekly, enabling them to analyse whole school, classroom, and individual data, allowing for targeted improvements in play areas and student engagement to reduce bullying and harassment. Adjustments to playtime activities have been made in response to data and student feedback, creating a safer and more engaging environment. The team also focussed on further embedding SWPBS practices and achieved the bronze award. This recognition celebrates Wayi's commitment to creating a positive, respectful and inclusive school culture where every student can thrive.

Survey results show a notable improvement in the Managing Bullying domain, with a rise in positive responses from 70% in 2023 to 82% in 2024. However, the Parent/Guardian Survey goal to increase positive responses regarding bullying experiences was not met, indicating a need for improved communication with families about bullying prevention strategies.

The Wellbeing Team has provided various opportunities for student involvement, such as the Student Representative Council (SRC), the Buddy Program, and Wayi TV. These initiatives have empowered students, with a marked increase in student participation and engagement. The SRC, once unfamiliar to many students, has seen growing interest, while the Buddy Program is still being refined. The Attitudes to School Survey reflects a significant increase in student voice and agency, from 79% in 2023 to 87% in 2024, highlighting the success of these initiatives.

## Engagement

In 2024, Wayi School demonstrated a strong commitment to student engagement, which is a key enabler of both student learning and wellbeing, in line with the Framework for Improving Student Outcomes (FISO) 2.0. Student attendance was closely monitored throughout the year. Targeted strategies were implemented to support students who faced challenges with consistent attendance. These strategies included regular communication with families, individual support plans, and collaboration with external support agencies.

Multiple initiatives collectively fostered a positive and inclusive learning environment, enhancing student engagement and overall wellbeing. Student Focus Meetings (SFM) were held regularly, providing a platform for professional learning and collaboration between classroom staff, therapy teams, and Learning Specialists. These meetings focused on embedding Therapeutic and Tier 1 Strategies to support student growth and development. Key aims included examining student communication goals, supporting generalisation across learning environments, sharing knowledge, and establishing short-term goals. All students were considered in SFMs, with a minimum of discussing each student per termly. This collaborative approach resulted in improved student outcomes and enhanced staff capacity.

In response to staff feedback regarding student engagement during outside play, a Playground Engagement Plan was developed. This plan allocated students to appropriate play areas based on individual needs and staffing availability. Playground Engagement Cards, containing key student information and behaviour support strategies, were introduced to provide consistency in staff

response to Tier 2 behaviours. Additionally, individual staff pouches were provided to support unfamiliar staff in implementing SWPBS Tier 1 strategies. This initiative led to improved student participation and safer transitions between play spaces.

The Lego Learners program promoted social interaction, turn-taking, and collaborative problem-solving through play-based engagement. Social Skills Sessions focused on building positive peer interactions and emotional literacy. Small group activities, such as art projects and gardening, supported students in developing self-awareness and relationship-building skills. These initiatives contributed to enhanced student wellbeing and social competence.

WayiTV provided a platform for amplifying student voice and agency. Weekly episodes featured the Wayi School Acknowledgement of Country, SWPBS raffle winners, a “joke of the day,” and the “sign of the week,” fostering a sense of community and cultural awareness. The Student Representative Council (SRC) actively engaged students in leadership opportunities, including event planning and positive behaviour promotion. SRC members also drew the SWPBS ticket winners and made announcements over the PA system, enhancing their public speaking skills and leadership experience.

## Other highlights from the school year

To formally recognise and celebrate our connections with the school community, we hosted the Wayi Welcome Celebration. The event commenced with a Welcome to Country smoking ceremony and a dance performance by the Koorie Youth Will Shakes Spear Group, followed by a range of activities, including face painting, crafts, and native animal encounters. The evening was a resounding success, with an outstanding turnout. The atmosphere was vibrant as staff, students, families, and friends came together to celebrate community and new beginnings.

In 2024, two school camps at Camp Blackwood occurred, each running from Monday to Wednesday. Students enjoyed thrilling activities like ziplining and rock climbing, alongside team-building exercises to enhance communication, problem-solving, and collaboration. The camp encouraged students to step outside their comfort zones, build resilience, and strengthen friendships while creating lifelong memories. Camp Blackwood provided the perfect setting for learning valuable life skills in a fun and supportive environment.

Our school participated in the Sporting Schools program designed to increase student engagement in physical activities and connect them with community sports opportunities. This year, we secured funding to offer a variety of sports each term, allowing students to develop skills in different activities. During sports' clinics, students practiced fundamental movements such as kicking, throwing, catching, and running alongside their classroom buddies. Sessions ran for 30 minutes, with student helpers assisting in facilitation. The program supported students in building social skills, independence, and physical confidence. They also had the opportunity to share their preferences for future sports activities.

## Financial performance

Wayi School significantly invested in staffing and wellbeing programs to support a safe, supportive and inclusive learning environment. This included employing additional staff and focusing on the

upskilling of existing staff. In addition to the classroom teacher, each classroom had an educational support staff member (ES), with many classes having access to additional ES to support student needs.

School leadership applied for numerous grants to support our school, including the Sporting Schools program, which provided funds for incursions, and resources to improve access and the delivery of physical education programs. We also successfully applied for Augmentative and Alternative Communication (AAC) grants to support the implementation of AAC to develop independent communication skills.

Our community came together on multiple occasions to improve our school, including the growth of our school library resource centre. Through their fundraising efforts we raised \$9,900 and voluntary parent contributions yielded \$4855.00, which supported the investment in reading and learning materials and the purchase of Lego for our Lego Learners and Lego Club programs, which focusses on developing academic and social skills.

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 allowed our school to continue to develop school infrastructure and resources to meet the needs of our growing school population. The late provision of Tier 3 funds also saw us incur a significant surplus reduction at the end of the year.

Our growing school population has resulted in the allocation of four additional portable classrooms delivered and installed for the 2025 school year. We also accessed accumulated funds to invest in much needed redevelopment of our playground spaces to ensure that they are fit for purpose. Playground works will continue into 2025.

**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 157 students were enrolled at this school in 2024, 42 female and 115 male.

49 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).

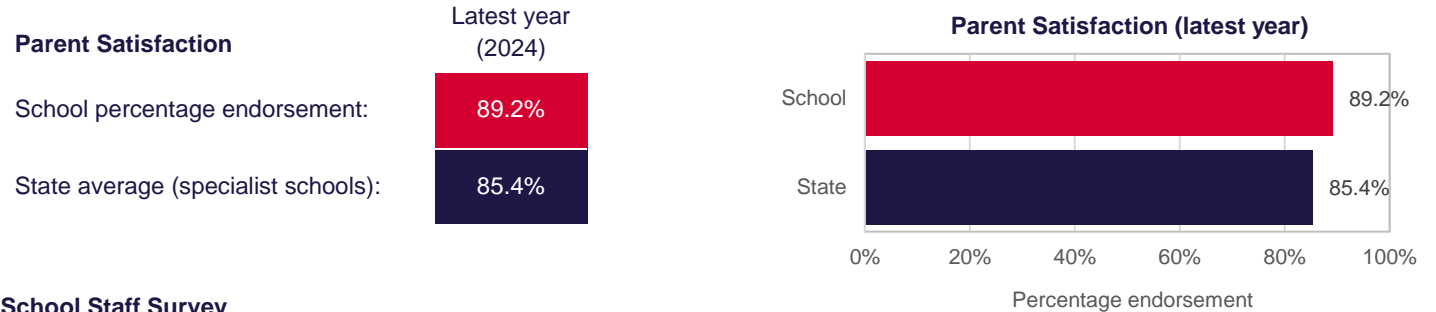
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Medium**

### 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.

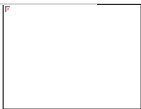
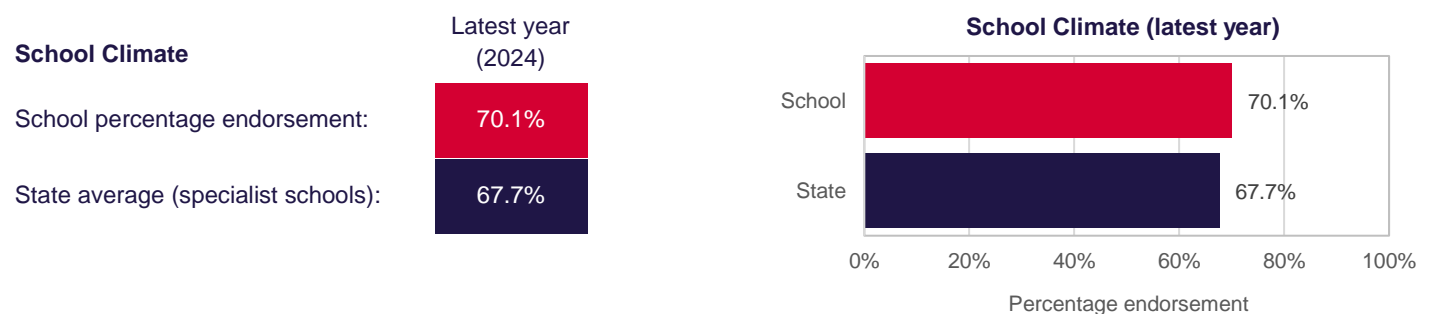


### School Staff Survey

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.





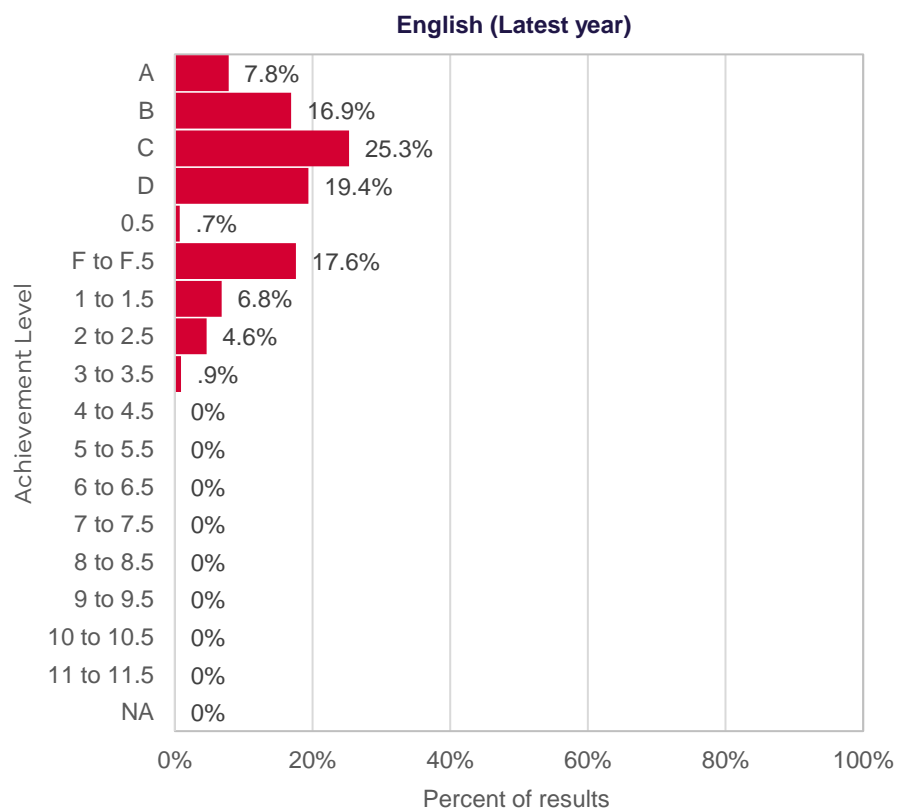
## LEARNING

### Teacher Judgement of student achievement

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

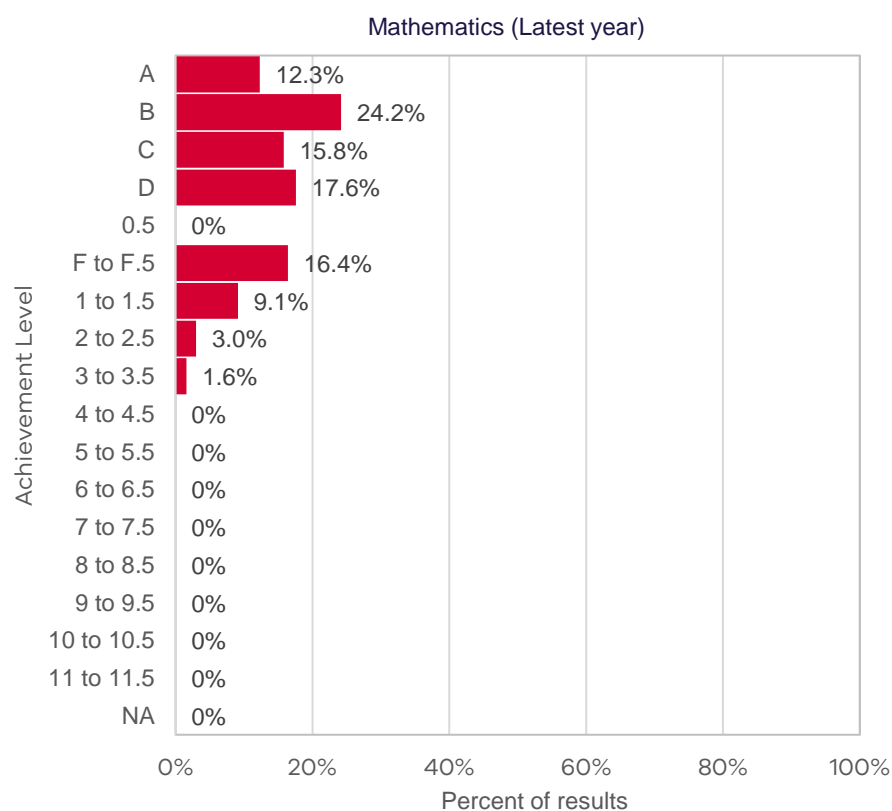
#### English

Achievement Level	Latest year (2024)
A	7.8%
B	16.9%
C	25.3%
D	19.4%
0.5	0.7%
F to F.5	17.6%
1 to 1.5	6.8%
2 to 2.5	4.6%
3 to 3.5	0.9%
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 (2024)
A	12.3%
B	24.2%
C	15.8%
D	17.6%
0.5	NDA
F to F.5	16.4%
1 to 1.5	9.1%
2 to 2.5	3.0%
3 to 3.5	1.6%
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



## 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	2021	2022	2023	2024	4-year average
School average number of absence days:	20.8	17.9	27.3	29.1	23.8

### 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	2021	2022	2023	2024	4-year average
School percent of students with positive destinations:	NDA	NDA	NDA	NDP	NDP

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	\$7,932,673
Government Provided DET Grants	\$1,906,723
Government Grants Commonwealth	\$17,733
Government Grants State	\$0
Revenue Other	\$51,268
Locally Raised Funds	\$38,966
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,947,363</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$47,428
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$47,428</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,378,702
Adjustments	\$0
Books & Publications	\$1,561
Camps/Excursions/Activities	\$22,810
Communication Costs	\$9,083
Consumables	\$81,655
Miscellaneous Expense <sup>3</sup>	\$28,673
Professional Development	\$29,267
Equipment/Maintenance/Hire	\$122,989
Property Services	\$149,184
Salaries & Allowances <sup>4</sup>	\$164,703
Support Services	\$262,330
Trading & Fundraising	\$11,478
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$104,617
<b>Total Operating Expenditure</b>	<b>\$7,367,052</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,580,311</b>
<b>Asset Acquisitions</b>	<b>\$172,506</b>

- (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 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,128,119
Official Account	\$180,082
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,308,201</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$164,861
Other Recurrent Expenditure	\$900
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$105,580
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	\$585,190
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$856,531</b>

*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.*