

2025 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 16 March 2026 at 11:12 AM by Leanne Sinnadurai (Principal)

- As executive officer of the school council, I attest that this 2025 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 22 April 2026 at 12:34 PM by Leanne Sinnadurai (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English for Teacher Judgements against the curriculum
 - Mathematics for Teacher Judgements against the curriculum
- Engagement
 - how many exiting students go on to further studies or full-time work
 - average absence days per student
 - student attendance rate

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 2025, Wayi School had an enrolment of 190 students, ranging in age from 5 to 18 years old. The school was supported by a dedicated team of 26 teachers (16 FTE) and 44 Educational Support Staff (35 FTE). To further support our students, the school staffing model consisted of 5 therapy staff, 2 wellbeing staff members, 6 administrative staff, 1 maintenance staff, 13 leadership team members, and 3 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

Throughout 2025, we made strong progress in developing, documenting and embedding a consistent whole-school instructional model for literacy. A major achievement was the development of our school-wide model based on the Gradual Release of Responsibility (I Do / We Do / You Do). This model is now embedded in planning and increasingly evident in classroom practice during the literacy block. Early professional learning supported teachers to understand and apply the model, alongside the introduction of the Wayi School Phonics program. Through scaffolded modelling, coaching and feedback, teachers built confidence and greater consistency in delivering explicit instruction across the year.

To further strengthen reading practice, the Literacy Learning Specialist facilitated seven collaborative planning sessions focused on aligning teaching to the whole-school phonics program. These sessions were supported by ongoing coaching and feedback. As a result, teacher-reported confidence in implementing the phonics program increased from 2.5 out of 5 in Term 1 to 4 out of 5 in Term 4. PLC structures were maintained and played a key role in embedding the phonics program, with four full inquiry cycles centred on developing clear learning intentions, success criteria and data-informed adjustments within the literacy block.

Student achievement data demonstrates encouraging growth across the first seven sets of the phonics program from Term 2 to Term 4, including Set 1 (23.28% to 33.04%), Set 2 (9.78% to 13.69%) and Set 5 (3.85% to 6.82%). The majority of students demonstrated growth on the Reading and Viewing Curriculum Continuum tracker. Students not yet meeting expected growth were supported through targeted re-engagement and intervention programs. Students also shared their learning goals and progress with families through SSGs and Seesaw, strengthening home-school partnerships and celebrating progress.

Wellbeing

Throughout 2025, Wayi School prioritised student wellbeing through a whole-school approach focused on attendance, prosocial skill development and consistent classroom practice. School Improvement Team data identified the need to strengthen Tier 1 instructional consistency to create more predictable and supportive learning environments. In response, Professional Learning Communities were refocused in Terms 3 and 4 to build a shared understanding of effective Tier 1 practice. Leaders worked alongside Education Improvement Leader, using the Australian Education Research Organisation (AERO) instructional model to strengthen clarity of instructional language and feedback processes. This work has increased consistency across classrooms, supporting students to experience clearer routines and expectations—key protective factors for wellbeing.

Strengthening home-school partnerships remained a priority. In 2025, Wayi implemented Classroom Information sessions to support family understanding of school programs. These sessions were also an opportunity for teachers to highlight the importance of Student Support Group

(SSG) meetings in developing a shared understanding of student needs and goals. Parent engagement data reached 84%, narrowly below the 85% target but remaining above similar and network schools, reflecting strong communication and collaborative relationships between families and the school. Breakfast Club continued to operate successfully, with an increase in student participation across the year. Additional support was provided through termly food hampers for families identified by the wellbeing team, alongside partnerships with community organisations including the Mobile Foodbank to ensure families identified through the wellbeing team, had access to essential supports.

In 2025, Wayi also introduced the Wellbeing and Therapy Alignment Meeting (WATAM), bringing together senior leaders from wellbeing, therapy and engagement teams. This structure supported a more holistic and coordinated approach to identifying student needs and developing clear, sustainable strategies to support wellbeing and participation.

Wayi's wellbeing team worked closely with external agencies to ensure student safety and wellbeing remained central to all planning and intervention processes. Regular collaboration occurred with organisations including the Department of Families, Fairness and Housing (DFFH), Child Protection, as well as agencies such as VACCA and Anglicare through CARE team meetings, strengthening coordinated support for students and families. Department of Education connections were further embedded through scheduled meetings with SSS HWKC, enabling earlier identification of students at risk and a more systematic approach to accessing departmental supports and processes.

Engagement

In 2025, Wayi School strengthened student engagement through a coordinated focus on attendance, student voice and structured participation, aligned with the Framework for Improving Student Outcomes (FISO) 2.0.

Attendance remained a central focus in strengthening student engagement. The Engagement Team closely monitored school-based attendance data and strengthened early identification processes for students at risk of disengagement, enabling timely intervention for students approaching chronic absence thresholds. As a result, the number of students achieving 100% attendance increased from 15 in Term 2 to 24 in Term 3, with overall absences reducing compared to 2024. This improvement indicates growing student connection to school and sustained participation. Attendance milestones were celebrated at assemblies, reinforcing positive habits and a collective sense of responsibility. Parent engagement reached 84%, narrowly below the 85% target but remaining above similar and network schools, reflecting strong communication and home-school partnerships that support consistent attendance and student wellbeing.

Engagement was further strengthened through the implementation of the Play With Me program, a significant initiative that increased active participation during break times. Education Support staff undertook targeted professional learning focused on explicit modelling and reinforcement of social skills, while complementary teacher sessions ensured consistent expectations and language across settings. Increased staff presence in playground areas enabled more intentional facilitation of structured and inclusive play, supported by Active Schools Grant funding that improved access to playground equipment and cooperative play opportunities. By Term 4, staff observed higher levels of student participation in structured social activities, increased social engagement, and early signs of improved prosocial behaviours. While Attitudes to School Survey data indicates continued work

is required to strengthen student confidence and connectedness, 2025 demonstrated measurable progress in creating safer, more predictable and supportive environments for students.

Student leadership opportunities expanded significantly. Playground Leaders and Student Leaders took on visible responsibilities, modelling positive behaviours and supporting daily routines. The introduction of structured whole-school assemblies in Term 3 provided a predictable platform for student voice. Student Representative Council (SRC) members confidently led components such as the Acknowledgement of Country and award presentations, strengthening agency and public speaking skills. Offering assemblies both in-person and online ensured inclusive access.

Overall, Wayi School data demonstrates improved attendance patterns, increased participation in structured activities and expanded leadership opportunities, reflecting strengthened student engagement across the school community.

Other highlights from the school year

In 2025, Wayi School once again travelled to Blackwood Camp, hosting two camps across the year for our Middle Years and Senior Secondary students. Each camp provided students with the opportunity to engage in a range of outdoor and adventure activities, including ziplining, rock climbing and structured team challenges. These experiences encouraged students to step outside their comfort zones in a safe and supportive environment. Through participation in physically and socially challenging activities, students developed greater resilience, confidence and independence. Many students demonstrated increased willingness to try new experiences and improved self-belief in their abilities. Importantly, the camps also strengthened peer relationships. Students worked collaboratively to solve problems, support one another and celebrate shared successes. These opportunities helped build communication skills, teamwork and leadership, while also deepening friendships and creating a strong sense of belonging. Blackwood Camp continues to be a powerful experience that supports students' personal growth and social development.

Our annual Art Show and Family BBQ was a vibrant celebration of student creativity and learning. Students proudly displayed their artwork to families and community members, providing them with an authentic opportunity to share their achievements. Presenting their work to a wider audience helped build students' confidence and sense of pride in their learning. For many students, the event reinforced the value of effort, persistence and creative expression. The exhibition also allowed families to see firsthand the progress their children are making in their learning programs. The evening created a relaxed and welcoming space for families, students and staff to connect, strengthening relationships across our school community and reinforcing a shared commitment to supporting student success.

Our *'Mothers' and Special Others' Day* morning tea and *'Fathers' and Father Figures' Day* morning tea were important opportunities to recognise and celebrate the significant adults in our students' lives. These events created a welcoming environment where families could spend meaningful time with their children at school, strengthening connections between home and school. Students were proud to host their guests and share part of their school experience. By acknowledging the important role families and carers play in students' lives, these celebrations reinforced a strong sense of belonging and connection within the school community. This sense of connection supports student wellbeing, confidence and engagement in learning.

Financial performance

The 2025 financial year for Wayi School reflected a strong commitment to enhancing student learning and wellbeing while maintaining strategic financial management. The school also invested heavily in high-quality phonics resources to strengthen student literacy outcomes and support evidence-based classroom practice. A significant portion of expenditure was directed toward improving student playground engagement, purchasing resources and storage solutions designed to create inclusive, stimulating outdoor environments that promote physical activity and social connection.

From an infrastructure perspective, considerable funding was allocated to rectifying plumbing issues associated with the original build. These works were essential to protect facilities, ensure compliance, and provide a safe, functional learning environment for students and staff.

Overall, the school underspent against both its credit and cash budgets. This variance was largely due to challenges in recruiting suitably qualified staff to fill vacancies, along with lengthy approval processes that delayed the commencement of planned playground redevelopment projects. Despite these delays, the school remains financially stable and strategically positioned for 2026.

**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 189 students were enrolled at this school in 2025, 46 female and 143 male. 48% had English as an additional language and 4% 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. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	93.0%	
	Similar schools	84.0%	
	State	86.9%	

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.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	71.0%	
	Similar schools	64.8%	
	State	68.0%	

LEARNING

Teacher Judgement of student achievement English

Percent of results at each achievement level in English

		2025	
A	School	11.1%	
B	School	22.0%	
C	School	13.1%	
D	School	21.4%	
0.5	School	1.9%	
F-F.5	School	17.0%	
1.0-1.5	School	8.2%	
2.0-2.5	School	3.1%	
3.0-3.5	School	2.1%	
4.0-4.5	School	0.0%	
5.0-5.5	School	0.0%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	1.2%	

Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics

		2025	
A	School	14.6%	
B	School	22.2%	
C	School	12.9%	
D	School	18.7%	
0.5	School	2.3%	
F-F.5	School	10.5%	

			2025
1.0-1.5	School	11.1%	
2.0-2.5	School	7.0%	
3.0-3.5	School	0.6%	
4.0-4.5	School	0.0%	
5.0-5.5	School	0.0%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	1.2%	

ENGAGEMENT

Students exiting to further studies or full-time employment

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

		2024		4-year average
% of students exiting to further studies or full-time employment	School	77.8%		NDA
	Similar schools	40.3%		36.2%
	State	81.5%		81.2%

Average absence days per student

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
Ungraded	School	41.9		42.5
	Similar schools	40.3		39.4
	State	40.0		39.6

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Ungraded	School	78.9%	