

2012 Annual Report to the School Community

Wallington Primary School
School Number: 3345



Wallington Primary School

Wallington Primary School is committed to continuous improvement at all levels of the school. Focus, purposeful and explicit teaching is the cornerstone of classroom practice. Through a differentiated curriculum we cater for the needs of the individual students. The student feedback is important at Wallington Primary School as it provides information that assists with planning and promoting a sense of direction for each students learning. We believe that our students need to have a sense of self where individuals are self-motivated; adaptable, and confident; clear, critical and creative thinkers; independent and self-disciplined. The school provides a range of programs that supports students to achieve this.

Our students feel a real sense of connectedness to the school and their peers and this is a contributing factor to the sense of community that this school enjoys. The school has an excellent partnership with the wider community and works hard to provide an inclusive environment for all.

The learning environment at Wallington is a positive one and is complimented by the physical features of the school. There is a high level of participation through classroom helpers, School Council, Parents Club and the Strawberry Fair.

Wallington Primary School has 10 EFT teaching staff (including Principal), 2.8 EFT Educational Support Staff. The dedication of the staff to the education of the children is excellent and all staff strives to support all children in their learning.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>The combined results over the past 4 years indicates that the school continually performs at the state median and similarly to other schools.</p> <p>Year 3 Naplan data shows that on average our students achieve below the state median in Reading and at the state median in Numeracy. Gains in Numeracy are just above the median in the 4 year trend data in comparison with the state median.</p> <p>Year 5 Naplan data shows the school performing above the state median in Reading, and at the state median in Numeracy. However the numeracy data set is not reflective of the 4 year trend data which shows the year 5 students performing well above the state median. There is a strong correlation between VELS and NAPLAN data. This indicates that the NAPLAN results are aligned with the teacher judgement of students.</p> <p>The school runs a number of support programs to assist student learning, such as Reading Recovery, Extending Mathematical Understanding and in class support.</p> <p>Through Professional Learning teachers are further developing deeper knowledge in the area of Literacy and Numeracy. ensure improved learning outcomes for students.</p>	<p>The overall attendance data is at the state mean. The figures are influenced heavily by families taking extended holidays. during the school term.</p> <p>The Students Attitude to Schools Survey is conducted with the grade 5 and 6 students. The school score for the survey is below the state median score. The trend data for the survey is higher than other comparison schools. The school data is within the top 25% of similar schools. The school is enhancing this connectedness to school by implementing and promoting student input in the classroom. Through feedback, meetings, etc students can have a greater ownership of their learning. Students are given the opportunity for input into the decision making process as individuals, whole class and whole school. Teachers knowledge of individual students ensures that there is a strong relationship between staff, students and parents.</p>	<p>Wallington Primary School has a strong program in place to support the various transitions our students make.</p> <p>Our Prep students' transition to school was again aided by an excellent 3 day orientation program, follow up kinder visits and follow up correspondence. The Buddy program also contributes to developing their social confidence. The benefit of the program extends to the buddies themselves and promotes leadership, and role modelling. The class teacher also meets with the preschool teachers to develop a profile of the incoming students.</p> <p>Transition between year levels is also enhanced by the school allocating time for teachers to meet and pass on information/ data to the students' 'new' teacher for the year. Data is collected centrally and is accessible by all staff. Strong communication links with our feeder preschools have been strengthened, with regular meetings with the Early Childhood Network. Our exiting Year 6 students continue to enrol at a range of government, catholic and independent schools. The Year 6 leadership program, plus an emphasis on Personal Development in Term 4, assisted with transition into secondary school.</p>

For more detailed information regarding our school please visit our website at

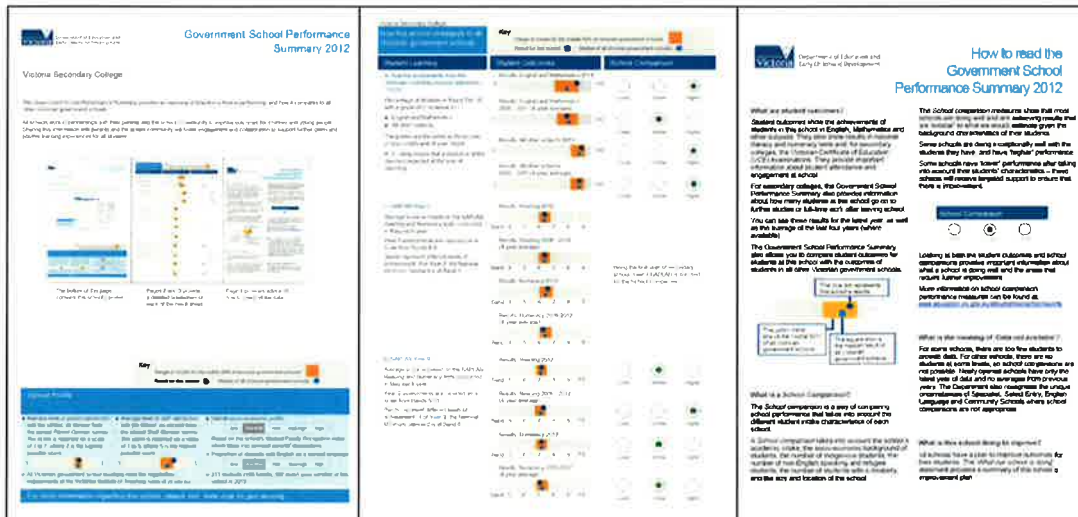
www.wallington-ps.vic.edu.au

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

Wallington Primary School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.



The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

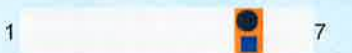
Key:

Range of results for the middle 60% of Victorian government schools:

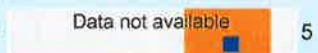
Result for this school: Median of all Victorian government schools:

School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.

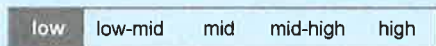


- Overall socio-economic profile



Based on the school's Student Family Occupation index which takes into account parents' occupations.

- Proportion of students with English as a second language




- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).



- 153 students (77 female, 76 male) were enrolled at this school in 2012.

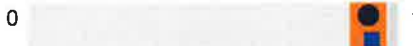
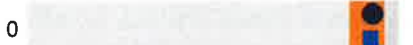
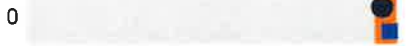





















































































































For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning	Student Outcomes	School Comparison																								
<p>1. Teacher assessments from the Victorian Essential Learning Standards (VELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English and Mathematics All other subjects <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English and Mathematics 2011</p>  <p>Results: English and Mathematics 2008 - 2011 (4-year average)</p>  <p>Results: All other subjects 2011</p>  <p>Results: All other subjects 2008 - 2011 (4-year average)</p> 	<table border="0"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower</td> <td>Similar</td> <td>Higher</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower</td> <td>Similar</td> <td>Higher</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower</td> <td>Similar</td> <td>Higher</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower</td> <td>Similar</td> <td>Higher</td> </tr> </table>				Lower	Similar	Higher				Lower	Similar	Higher				Lower	Similar	Higher				Lower	Similar	Higher
																										
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<p>2. NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading 2012</p>  <p>Results: Reading 2009 - 2012 (4-year average)</p>  <p>Results: Numeracy 2012</p>  <p>Results: Numeracy 2009-2012 (4-year average)</p> 	<table border="0"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower</td> <td>Similar</td> <td>Higher</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower</td> <td>Similar</td> <td>Higher</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower</td> <td>Similar</td> <td>Higher</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower</td> <td>Similar</td> <td>Higher</td> </tr> </table>				Lower	Similar	Higher				Lower	Similar	Higher				Lower	Similar	Higher				Lower	Similar	Higher
																										
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<p>3. NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading 2012</p>  <p>Results: Reading 2009 - 2012 (4-year average)</p>  <p>Results: Numeracy 2012</p>  <p>Results: Numeracy 2009-2012 (4-year average)</p> 	<table border="0"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower</td> <td>Similar</td> <td>Higher</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower</td> <td>Similar</td> <td>Higher</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower</td> <td>Similar</td> <td>Higher</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower</td> <td>Similar</td> <td>Higher</td> </tr> </table>				Lower	Similar	Higher				Lower	Similar	Higher				Lower	Similar	Higher				Lower	Similar	Higher
																										
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How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:

Median of all Victorian government schools:



Student Engagement and Wellbeing

4. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

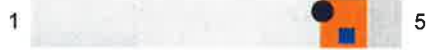
Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94%	93%	91%	93%	93%	93%	93%

5. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2012



Results: 2009 - 2012 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2012

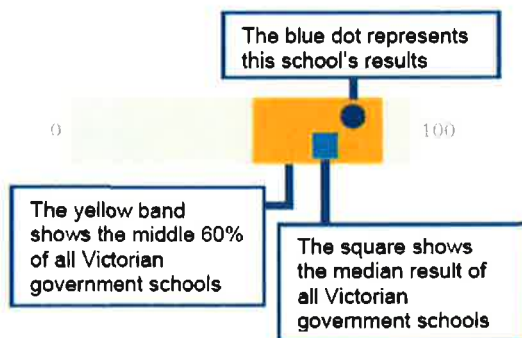
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.