

## 2013 Annual Report to the School Community

Wallington Primary School

School Number: 3345



Name of School Principal: Leigh McLaren

Name of School Council President: James Watson

Date of Endorsement: 16/5/2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

## About Our 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. Individual needs are catered for through the implementation of a differentiated curriculum throughout the school. Planning is an integral component of the culture at Wallington. To assist teachers, student feedback is important as it provides information that assists with planning and promoting a sense of direction. It allows teachers to teach to the point on need. We believe that our students have a sense of self where individuals are self-motivated; adaptable, and confident; clear, critical and creative thinkers; independent and self disciplined.

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 9 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 strive to support all children in their learning.




Achievement	Engagement	Wellbeing
<p>The combined results over the past 4 years indicates that the school continually performs slightly below the state median in Reading and Numeracy.</p> <p><b>Year 3 Naplan</b> data shows that on average our students achieve above the state median in Reading and at the state median in Numeracy. Gains in Literacy and Numeracy are just above the state median in the 4 year trend data in comparison with the state median.</p> <p><b>Year 5 Naplan</b> data shows the school performing well above the state median in Reading, and well above the state median in Numeracy. This data is showing that Wallington continually achieves above the state median by the 4 year trend which suggests that the school is achieving at a similar rate as similar schools and we are performing above the state median data.</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 to ensure improved learning outcomes for students.</p>	<p><b>The overall attendance data</b> is at mean of 93%. The figures are influenced heavily by families taking extended holidays during the school term.</p> <p><b>The Students Attitude to Schools Survey</b> 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 50% of similar schools. The school continues to enhance 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.</p>	<p>Teachers knowledge of individual students ensures that there is a strong relationship between staff, students and parents. Wallington Primary School has a strong program in place to support the various transitions our students make.</p> <p><b>Our Prep students' transition</b> 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 the development 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><b>Transition between year levels</b> 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 enroll 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 <http://www>

## Performance Summary

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.

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

### School Profile

#### School Enrolments

A total of 149 students were enrolled at this school in 2013, 72 female and 77 male.

#### 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.



#### Parent Satisfaction Summary

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.



Please note: The Staff Opinion Survey was not conducted in 2013.

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</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"> <li>English</li> <li>Mathematics</li> </ul> <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</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>
<p>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</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>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</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>





## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■  
Result for this school: ● Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Relative Growth Year 3 - Year 5</b></p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>64%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>55%</td> <td>36%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>55%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	50%	33%	Numeracy	17%	42%	42%	Writing	9%	64%	27%	Spelling	55%	36%	9%	Grammar and Punctuation	27%	55%	18%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="558 795 1045 891"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	92 %	91 %	93 %	95 %	93 %	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	92 %	91 %	93 %	95 %	93 %										

## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary 2013

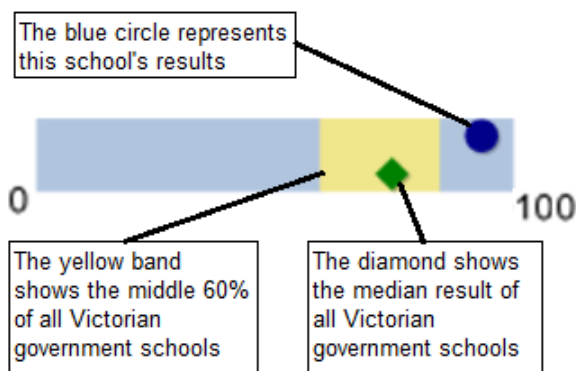
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. 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 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 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.

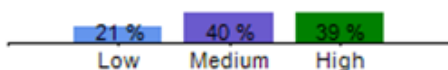
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## 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 '*About Our School*' statement provides a summary of this school's improvement plan.



## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

### Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$134,849
Government Grants Commonwealth	\$1,934
Government Grants State	\$2,790
Revenue Other	\$7,458
Locally Raised Funds	\$155,836
<b>Total Operating Revenue</b>	<b>\$302,867</b>

Funds Available	Actual
High Yield Investment Account	\$62,392
Official Account	\$2,230
Other Accounts	\$85,426
<b>Total Funds Available</b>	<b>\$150,048</b>

Expenditure	
Books & Publications	\$6,036
Communication Costs	\$3,045
Consumables	\$32,742
Miscellaneous Expense	\$71,773
Professional Development	\$3,050
Property Maintenance	\$77,173
Salaries & Allowances	\$15,175
Trading & Fundraising	\$40,821
Travel & Subsistence	\$639
Utilities	\$27,402
<b>Total Operating Expenditure</b>	<b>\$277,855</b>

Financial Commitments	
Operating Reserve	\$44,981
Asset/Equipment Replacement < 12 months	\$5,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Revenue Receipted in Advance	\$240
School Based Programs	\$10,000
Other recurrent expenditure	\$29,827
Asset/Equipment Replacement > 12 months	\$20,000
Capital - Buildings/Grounds incl SMS>12 months	\$10,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$20,000
<b>Total Financial Commitments</b>	<b>\$150,048</b>

**Net Operating Surplus/-Deficit** **\$25,012**

**Asset Acquisitions** **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary