Department of Education & Training
State Government Victoria

2014 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: 18th March 2015

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

This school meets prescribed minimum standards for registration as regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

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About Our School

School Context

Wallington Primary School has a small student population compared to the surrounding schools. The rural aspect of the school provides it with a tranquil outlook that contributes to the positive learning environment. The student enrolment numbers is at 145 students and remain fairly constant from year to year.

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

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) (percentage of students in Years Prep to 6 with a grade of C or above) shows the combined results, over the past 4 years , indicating that the school continually performs slightly below the state median in Reading and Numeracy.

Year 3 Naplan data shows that on average our students achieve well above the state median in Reading and just below 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.

Year 5 Naplan data shows the school performing well above the state median in Reading and Numeracy. This data is showing that Wallington continually achieves above the state median, in the 4 year trend data, which suggests that the school is achieving at a similar rate as similar schools and we are performing above the state median data.

Naplan Learning Gain: That above 90% students showed Medium and High Growth in Reading, Numeracy, and Grammar and Punctuation. However the Medium and High Growth in writing and spelling was less.

The school runs a number of support programs to assist student learning, such as Reading Recovery, Extending Mathematical Understanding and in class support.

Through Professional Learning teachers are further developing deeper knowledge in the area of Literacy and Numeracy to ensure improved learning outcomes for students.

Engagement

The overall attendance data is at an average of 93% for2014. The figures are influenced heavily by families taking extended holidays during the school term. The 4 year average remains at a similar level and is at the state mean. The school is active in following up attendance. The introduction of the school app has made it easier for parents to notify the school of absences. The school will continue to promote 'Every Day Counts'.

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Wellbeing

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 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.
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.

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 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.

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. Transition documents are compiled at the end of each year and also onto the next teacher. 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.

Productivity

The school continues to be able to fund a range of programs to enhance the learning opportunities for our students. The school is able to fund intervention programs to support student learning. The programs include Reading Recovery, Extending Mathematical Understanding.

The school currently enjoys a good partnership with home. This partnership will be strengthened by developing forums for parents to give more input into the direction of the school. An example of this is the consultation with parent groups regarding the Strategic Plan.

For more detailed information regarding our school please visit our website at
http://www.wallington-ps.vic.edu.au

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 144 students were enrolled at this school in 2014, 74 female and 70 male. (February census data)

Overall socio-economic profile

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

| low | low-mid | mid | mid-high | high |

Proportion of students with English as a second language.

| low | low-mid | mid | mid-high | high |

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.

1 — 7

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

0 — 100

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Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English Results: Mathematics	○ Lower ○ Lower
NAPLAN Year 3 Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year. Year 3 assessments are reported on a scale from Bands 1-6. Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Higher ● Similar ● Similar ● Similar
NAPLAN Year 5 Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year. Year 5 assessments are reported on a scale from Bands 3-8. Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Higher ● Higher ● Higher ● Similar

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Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain 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 gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 6 % / 33 % / 61 % Low / Medium / High **Numeracy** 5 % / 53 % / 42 % Low / Medium / High **Writing** 21 % / 53 % / 26 % Low / Medium / High **Spelling** 26 % / 47 % / 26 % Low / Medium / High **Grammar and Punctuation** 5 % / 47 % / 47 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

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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

Student Attendance

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2014 attendance rate by year level:

Results: 2014

0 ——————————————— 50

Results: 2011 - 2014 (4-year average)

0 ——————————————— 50

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
96 %	95 %	92 %	95 %	90 %	90 %	94 %

● Similar

● Similar

Performance Summary

Wellbeing	Student Outcomes	School Comparison

Students Attitudes to School

Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2014

1   5

Similar

Results: 2011 - 2014 (4-year average)

1   5

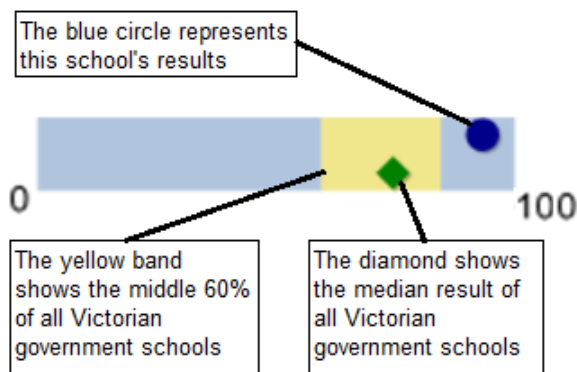Similar

How to read the Performance Summary

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.

Additionally, NAPLAN learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

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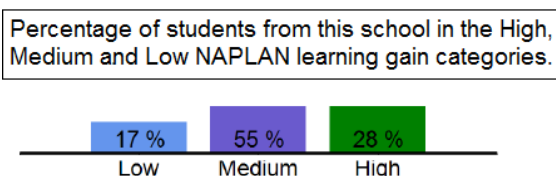
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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:
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

Revenue	Actual
Student Resource Package	$1,060,200
Government Provided DE&T Grants	$112,305
Government Grants State	$8,652
Revenue Other	$9,230
Locally Raised Funds	$167,159
Total Operating Revenue	**$1,357,546**

Funds Available	Actual
High Yield Investment Account	$40,272
Official Account	$7,167
Other Accounts	$104,946
Total Funds Available	**$152,385**

Expenditure	
Student Resource Package	$1,027,933
Books & Publications	$4,174
Communication Costs	$2,916
Consumables	$31,802
Miscellaneous Expense	$60,296
Professional Development	$3,717
Property and Equipment Services	$59,499
Salaries & Allowances	$55,664
Trading & Fundraising	$53,266
Travel & Subsistence	$4,376
Utilities	$18,210

Financial Commitments	Actual
Operating Reserve	$45,987
Asset/Equipment Replacement < 12 months	$4,500
Capital - Buildings/Grounds incl SMS<12 months	$30,000
Maintenance - Buildings/Grounds incl SMS<12 months	$10,000
Revenue Receipted in Advance	$898
School Based Programs	$10,000
Other recurrent expenditure	$30,000
Asset/Equipment Replacement > 12 months	$10,000
Maintenance -Buildings/Grounds incl SMS>12 months	$11,000
Total Financial Commitments	**$152,385**

Total Operating Expenditure	**$1,321,853**

Net Operating Surplus/-Deficit	**$35,693**
Asset Acquisitions	**$77**

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

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

The raising of funds on a local level has ensured that all programs are able to be funded. The Strawberry Fair provided the additional financial resources to further develop the schools ICT resources. This is an ongoing commitment. Throughout the year a Strawberry Fair Policy was developed. This policy outlines a process for the allocation of funds from the fair and provides parents with input into the process.