

# 2016 Annual Report to the School Community



School Name: Wallington Primary School

School Number: 3345



Name of School Principal:	Leigh McLaren
Name of School Council President:	James Watson
Date of Endorsement:	15 <sup>th</sup> March 2017

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 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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Wallington is situated on the Bellarine Peninsula approximately 8km North of Ocean Grove and The school, along with the local sporting facilities is the focus point of the area.

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 number is at 155 students (as of Dec 2016). Many of our students come from outside our 'catchment area' and we feed into several Geelong and District Secondary Schools.

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 complemented 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 9.9 EFT teaching staff (including Principal), 2.8 EFT Educational Support Staff, and .099 EFT Special Needs Teacher. The dedication of the staff to the education of the children is excellent and all staff strive to support all children in their learning.

### Framework for Improving Student Outcomes (FISO)

Initiative: Setting expectations and promoting inclusion

Wallington Primary School being a small school needs to be acutely aware of the emotional and social well-being of its students. The small number of social groupings can lead to students losing connection with their peers and the school. This loss of connection has a profound effect upon their student learning and associated outcomes. As a school our concern is not in as much lack of retention, but ensuring our students are engaged in their own learning whilst uphold the values that the school community sets for themselves.

Our Attitude to Schools data places our students' morale was at 17.3 percentile for both grade 5 and 6 combined. The grade 6 students showed a decline in most areas of the survey

### Achievement

Percentage of students in Years Prep to 6 working at or above age expected standards in:

**English 96.1%**    **Mathematics 92.8%.**

This is based on teacher judgements and is aggregated across all year levels. It pertains to those students who have been rated with an A, B, or C on their reports

#### **Naplan:**

In most reported areas of NAPLAN Wallington Primary School performed above the state median

#### **Year 3 Naplan Reading**

Data shows that students have performed well above the state medium and is at the top 20% within the state. This performance has been consistent and is evident in the 4-year trend data. 89% of students are performing in the top 3 bands for reading

#### **Year 3 Naplan Numeracy**

The data shows students performing 'similar' to other like schools. However, our year 3 students are performing slightly below the state median, but well within middle 60% of all schools' band.

#### **Year 5 Naplan Reading**

Data shows the school performing well above the state median in Reading with 53% of year 5 students performing at Band 8 in Reading. This has been consistent over the 4-year trend period with our students performing higher than like school

#### **Year 5 Naplan Numeracy.**

This data is showing that Wallington continually achieves above the state median in the 2016 data and the 4-year data.

**Naplan Learning Gain:** The data shows that at least 71% of students showed medium or high growth. Numeracy was the lowest area (71%). Grammar and punctuation had the highest with 93% of students showing medium or high growth. Writing had the most students showing high growth at 43%

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework   
  AusVELS   
  Victorian Curriculum   
  A Combination of these



## Engagement

**The overall attendance data** is at an average of 92.7 % for 2016. This is slightly higher than the state average, but the median is still similar to other similar schools. The 4-year average remains at a similar level and is at the state mean. The school is active in following up attendance. The school app has made it easier for parents to notify the school of absences. The school will continue to promote 'it's not OK to Be Away' as a way of boosting our attendance rates.

## Wellbeing

**The Students Attitude to Schools Survey** is conducted with the grade 5 and 6 students. The school score for the survey is above the state median score for both the 'connectedness' to school and the perception of safety. These are two areas that in the past students have scored below the state median. The trend data for the survey is similar to other comparison schools and is within the middle 60% of similar schools. The school includes the students in leadership roles and provides an inclusive curriculum. The implementation of the Social and Emotional Learning has contributed to the students' better understanding of their own emotions and how this can assist in their daily lives.

The continuing employment of a special needs teacher has provided scope within the school's programs to conduct group sessions with identified students to assist them in further development of their social skills. In conjunction with a Life Skills Program, students at Wallington Primary School are well catered for in terms of their wellbeing needs

**Our Prep students' transition** to school was again aided by an excellent 3-day orientation program, follow up kinder visits and correspondence. The Buddy program provides our young preps with someone who will help them and guide them through the first few weeks of school whilst out in the playground. 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. This together with a rigorous testing regime in the first month of schooling provides our teachers with a good 'picture' of where our new students are at.

**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 handed onto the next teacher. The knowledge that each of the teachers' have 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.

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 3, assisted with transition into secondary school.

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



## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 153 students were enrolled at this school in 2016, 88 females and 65 males. There were 0% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 categorized as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>50%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>43%</td> <td>43%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>57%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>7%</td> <td>64%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	50%	36%	Numeracy	29%	57%	14%	Writing	14%	43%	43%	Spelling	21%	57%	21%	Grammar and Punctuation	7%	64%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	14%	50%	36%																							
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>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.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>93 %</td> <td>90 %</td> <td>95 %</td> <td>92 %</td> <td>92 %</td> <td>96 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	90 %	95 %	92 %	92 %	96 %	91 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	90 %	95 %	92 %	92 %	96 %	91 %										





## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

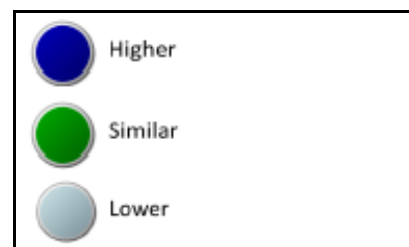
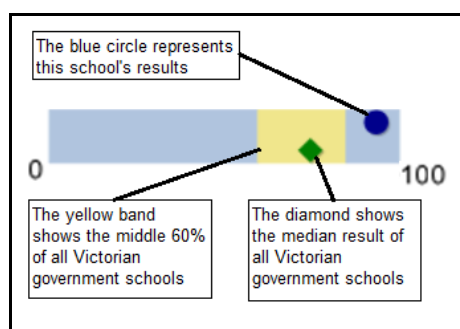
## What are student outcomes?

*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, P-12 and specialist schools, 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.

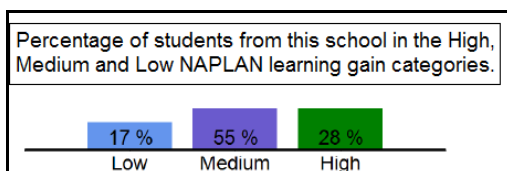
You can see these results for the latest year, as well as the average of the last four years (where available).

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 categorized as 'High', the middle 50% is categorized as 'Medium' and the bottom 25% is categorized as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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 Aboriginal 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 provide 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 recognizes 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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,146,420
Government Provided DET Grants	\$95,324
Government Grants State	\$1,500
Revenue Other	\$19,846
Locally Raised Funds	\$211,140
<b>Total Operating Revenue</b>	<b>\$1,474,231</b>

Expenditure	
Student Resource Package	\$1,165,061
Books & Publications	\$3,096
Communication Costs	\$2,837
Consumables	\$62,503
Miscellaneous Expense	\$65,559
Professional Development	\$2,243
Property and Equipment Services	\$90,967
Salaries & Allowances	\$70,273
Trading & Fundraising	\$59,660
Travel & Subsistence	\$172
Utilities	\$18,589

**Total Operating Expenditure** **\$1,540,958**

**Net Operating Surplus/-Deficit** **(\$66,728)**

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

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$6,884
Official Account	\$19,200
Other Accounts	\$82,031
<b>Total Funds Available</b>	<b>\$108,114</b>

Financial Commitments	
Operating Reserve	\$59,182
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$3,000
Revenue Received in Advance	\$2,740
School Based Programs	\$5,000
Provision Accounts	\$1,000
Other recurrent expenditure	\$2,192
Asset/Equipment Replacement > 12 months	\$3,000
Capital - Buildings/Grounds incl SMS>12 months	\$7,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$5,000
<b>Total Financial Commitments</b>	<b>\$108,114</b>

Wallington Primary Schools allocates funds according to needs and requirements of the students and the budget is aligned with our strategic plan. In 2016 we operated in a deficit due to a deficit of the credit component of the Student Resource package in 2015. A strategy has been put into place to move the credit side of the budget into surplus during 2017

*All funds received from the Department, 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.*