

2009 Annual Report to the School Community

Wallington Primary School

School Number: 3345



Every
child,
every
opportunity



WALLINGTON PRIMARY SCHOOL

Wallington Primary School is committed to continuous improvement and achieving excellence in teaching and learning at every level. The school has 14.27 staff, 1 principal, 10.8 teachers & 3.47 education support staff. We are in the mid - high socio economic profile & have a low number of students with ESL. background.

We have a reputation for high achievement in Literacy and Numeracy and we also provide quality learning programs in all other curriculum areas. Our programs are designed to cater for the individual needs of a diverse range of students. This includes a variety of extension programs, both within and beyond regular classrooms, as well as a highly regarded program for students with disabilities

An emphasis upon developing inquiry based thinking strategies and a strong commitment to the development and integration of I.C.T. across the curriculum further combine to provide an exciting and flexible learning program designed to meet individual needs.

There is a very strong partnership between parents and staff, with a high level of parent participation on school council, as classroom helpers, Parent Club & Strawberry Fair Committee.

Wallington Primary School offers its 166 students an attractive, safe stimulating learning environment in a caring, community environment.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Wallington Primary School is proud of its achievements in student learning. The school undertook a Negotiated School Review in 2009. The percentage of students receiving a grade of 'C' or higher is greater than would be predicted, with strategies in place for improvement of the year 3 results. Our data from the NAPLAN is also strong, with our results in reading and numeracy above the State median in most cases. The performance of students in Year 5 is considerably higher than the median of Victorian government schools.</p> <p>A continual focus on developing the capacity of our staff and the capabilities of our students has resulted in excellence across the majority of year levels. In this past year we have trialled a range of whole-school assessment and diagnostic tools to help us identify the stage of learning of each student in order to support their individual learning needs.</p> <p>In 2010 we will continue to focus on assessment, introduce a maths support program and the development of a whole-school approach to assessment in English and Maths.</p>	<p>While overall student attendance approximates the state median, we consider this to be an area where we need to further improve. Our attendance data reveals substantial absence due to extended holidays and visits, despite promotion of "It's Not OK to be away".</p> <p>On the Attitudes to School Survey, our Years 5 and 6 students' sense of belonging and connectedness to school is higher than the median of all Victorian government schools.</p> <p>The Student Engagement policy and "You Can Do It" program has focused on mutual respect and learning in our classrooms. Each student is aware that bullying and intolerance are not accepted at this school, and that cooperation, teamwork, hard work are encouraged. A feature of this work is our student leadership program, Stars of the Week and Values program which encourages and rewards positive student behaviour.</p> <p>This has resulted in teachers and students believing they work in a stimulating, safe and nurturing environment where teaching and learning is at the centre of all that we do.</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 transition program and kinder visits conducted at the end of the year prior to their commencement. The Buddy program also contributes to developing their social confidence.</p> <p>Strong communication links with our feeder preschools have been strengthened, with regular meetings with the Early Childhood Network. Our enrichment program in English and Maths has been supported by extra staff, thus enabling us to provide extra support to build confidence across the school.</p> <p>Our exiting Year 6 students continue to enrol at a range of local government, Catholic and independent schools.</p> <p>The Year 6 leadership program, plus an emphasis on Personal Development in Term 4, assisted with this transition into secondary school.</p> <p>The strong relationships we have established with our main secondary feeder schools enable our students to make successful transitions.</p>

For more detailed information regarding our school please visit our website at www.wallington-ps.vic.edu.au
or view our Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>



Wallington Primary School

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:

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.



2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



School Profile

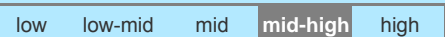
- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- 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.

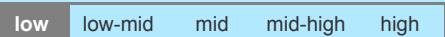


- Overall socio-economic profile



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).



- 168 students (76 female, 92 male) were enrolled at this school in 2009.

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

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

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.

Student Outcomes

Results: English and Mathematics 2008



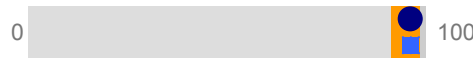
Results: English and Mathematics 2007 - 2008 (2-year average)



Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



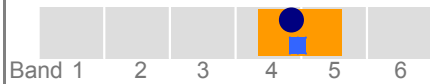
4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

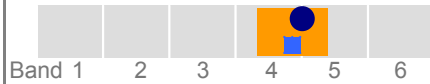
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

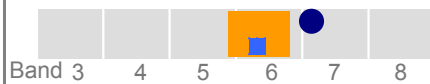
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

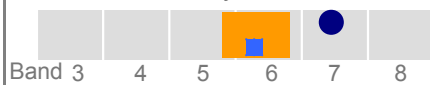
Results: Reading 2009



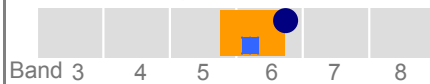
Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



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

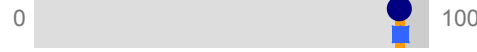
6. Student attendance

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

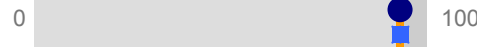
Average 2008 attendance rate by year level:

Student Outcomes

Results: 2008



Results: 2005 - 2008 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94%	93%	93%	93%	92%	92%	93%

School Comparison



Lower



Similar



Higher



Lower



Similar

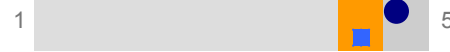


Higher

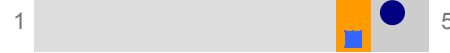
7. Student attitudes to school

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: 2009



Results: 2006 - 2009 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2009

The Victorian 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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

Government School Performance Summary 2009

ABC Secondary College

How this school compares to all Victorian government schools

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

Overall Measures

1. Student Learning
Comparing teacher assessments from the Victorian Essential Learning Standards (VELS) to the results from the National Assessment Program - Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).

2. Student Engagement and Wellbeing
Comparing student attendance rates and results from the annual student attitude at school survey.

3. Student Pathways and Transitions
Comparing the number of students continuing at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.

School Profile

Average level of parental satisfaction with the school, as derived from the annual Parent Opinion Survey. The score is reported as a value of 1 to 7, where 7 is the highest possible score.

Quintile socio-economic profile

Proportion of students with English as a second language

Based on the school's Student Profile Occupation Index which takes into account parental occupations.

424 students (254 female, 240 males) were enrolled at this school in 2009.

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

ABC Secondary College

How this school compares to all Victorian government schools

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

1. Student Learning

1. NAPLAN Year 7
Teacher assessments from the Victorian Essential Learning Standards (VELS) Percentage of students in Years 7 to 10 with a grade of C or above in:
• English and Mathematics
• All other subjects

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 and that their learning is on track.

2. NAPLAN Year 7
Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May 2009.
Year 7 assessments are reported on a scale from Bands 4-9.
Bands represent different levels of achievement. For Year 7, the national benchmark is Band 6 at Band 5.

3. NAPLAN Year 9
Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May 2009.
Year 9 assessments are reported on a scale from Bands 5-10.
Bands represent different levels of achievement. For Year 9, the national benchmark is Band 8 at Band 6.

2. Student Engagement and Wellbeing

4. NAPLAN Year 9
Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May 2009.
Year 9 assessments are reported on a scale from Bands 5-10.
Bands represent different levels of achievement. For Year 9, the national benchmark is Band 8 at Band 6.

3. Student Pathways and Transitions

Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

2009 Government School Performance Summary
"What our school is doing"

ABC Secondary College

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

ABC Secondary College
ABC Secondary College's fundamental purpose is to enable every student to reach the or over 84 academic, social and personal potential.
A balanced range of Year 12 studies is available to meet the varied needs of students. We have a strong and successful careers program that has received several awards for excellent student work. Students may also learn a musical instrument and engage in sports activities, such as athletics, swimming, netball, basketball and others.

We are home to a dedicated International Students program with more than 20 students from China studying in the school and staying with Australian families. ABC Secondary College is entering the second year of its 2009-2011 Strategic Plan, and the College looks forward to successful 4th improvement during 2009 as we define direction for improved student outcomes.

Student Learning
Our school's overall goal for students is to perform above the Victorian average of students in learning.
This level of performance is above the national average, given the background and characteristics of our students.
Our students are performing higher than expected on national reading and numeracy tests, as well as VCE. Improvement in literacy continues as a priority for 2009, the introduction of a Library Coach and Library Coordinator within the Year 9 program.
Student learning will be further supported by:
• Developing a whole school focus on literacy.
• Implementing a rigorous, imaginative model of curriculum, particularly for Years 8 and 9.

Student Engagement and Wellbeing
Our students have a good understanding of their own learning and are able to identify how they are performing relative to other Victorian secondary students.
Our academic engagement of student and sense of belonging is at a higher level than that of other schools.
The complete revision of discipline strategies has enabled a consistent approach which focuses on the development of an engaged and respectful student body.
Student engagement and wellbeing will be further supported through the following actions:
• Strategies to improve staff, student wellbeing.
• Recognition and encouragement of student leadership and student voice.

Student Pathways and Transitions
Our ability to assist students to the 10 is slightly below other Victorian secondary schools.
The number of students willing to further studies and full-time employment are above the result for other schools.
The establishment of our Out of School Care program has been successful in providing a safe and secure environment for students during school holidays and weekends.
Further development of our Out of School Care for re-engaging students.
Comprehensive use of Managed Individual Pathways for all Year 10, 11 and 12 students.

For more detailed information regarding our school please visit our website at www.wsp.vic.gov.au/wsp or our school email info@wsp.vic.gov.au

The **front page** summarises your school's performance

The **second and third pages** provide a detailed breakdown of each of the result areas.

The **fourth page** outlines what your school is doing to improve its results.

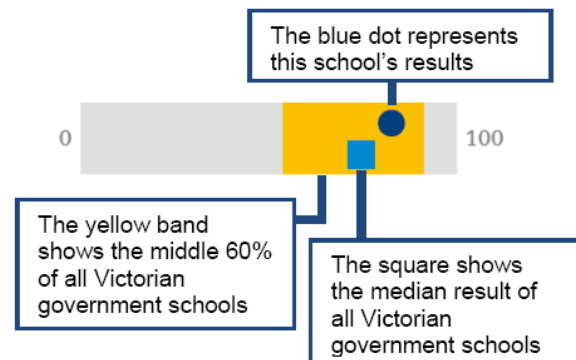
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also shows 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 new and different way of comparing school performance. It 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/

School Comparison



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 and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

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.

Financial Performance and Position

Wallington Primary School

School Number: 3345

Financial Performance – Operating Statement Summary for the year ending 31st December, 2009

Revenue	2009 Actual
Departmental Grants	\$161,488
Commonwealth Government Grants	\$126,967
State Government Grants	
Other	\$15,479
Locally Raised Funds	\$117,552
Total Operating Revenue	\$421,486

Expenditure

Salaries and Allowances	\$50,277
Bank Charges	\$751
Consumables	\$32,751
Books and Publications	\$7,820
Communication Costs	\$4,867
Furniture and Equipment	\$40,960
Utilities	\$11,804
Property Services	\$116,913
Travel and Subsistence	\$0
Motor Vehicle Expenses	\$0
Administration	\$4,156
Health and Personal Development	\$102
Professional Development	\$12,892
Trading and Fundraising	\$36,723
Support/Service	\$39,997
Miscellaneous	\$33,414
Total Operating Expenditure	\$393,427

Net Operating Surplus/-Deficit **\$28,059**

Capital Expenditure **\$13,988**

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

Financial Position as at 31st December, 2009

Funds Available	2009 Actual
High Yield Investment Account	\$80
Official Account	\$5,329
Other Bank Accounts(listed individually)	\$1,211
MECU Term Deposit	\$95,000
(insert)	\$
(insert)	
(insert)	
(insert)	
(insert)	\$
Total Funds Available	\$101,620

Financial Commitments	2009 Actual
School Operating Reserve	\$50,577
Assets or Equipment Replacement < 12 months	\$0
Capital – Building/Grounds including SMS < 12 months	\$50,320
Maintenance – Building/Grounds including SMS < 12 months	
Beneficiary/Memorial Accounts	
Co-operative Bank Account	
Revenue Receipted in Advance	
School based programs	\$723
Region/Network/Cluster Funds	
Provision Accounts	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	
Assets or Equipment Replacement > 12 months	
Capital – Building/Grounds including SMS > 12 months	
Maintenance - Building/Grounds including SMS > 12 months	
Total Financial Commitments	\$101,620

Financial performance and position commentary

The school has a Resource sub committee of the School Council which oversees the resource management of the school. This committee consists of the school council president, an accountant & financial advisor, two staff members, the principal and the business manager. This group meets on a monthly basis. In 2009 the school has undertaken a National SchoolsPride capital works program, as part of the Economic Stimulus Package. We have one major fundraiser each year, The Wallington Strawberry Fair. This is a major event to plan and implement, requiring careful budgeting to ensure the majority of outgoings are covered by a reserve fund. The profit from the fair is spent entirely on the students with enhancements to the school and its resources. The school invests highly in the professional learning of all staff members ensuring that school, team and personal goals are addressed. All student requisites are purchased by the school, ensuring uniformity and deterring unwanted competition amongst students. The cost of cleaning continues to rise annually, with the school council contributing to the shortfall in this area. As with any technologically advanced school, the running costs quickly grows and the hardware and software depreciates. The school budgets for this on a three to four year cycle. Grants have been approved for environmentally friendly options such as solar power and water tanks. The school has a sound investment policy and maximises its earning power particularly over the school holiday period.