

2018 Annual Report to The School Community



School Name: Wallington Primary School (3345)



Through Knowledge to Wisdom

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 April 2019 at 05:29 PM by Glen Lauder
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 May 2019 at 01:14 PM by Kellie Tobin (School
Council President)

About Our School

School context

Wallington is situated on the Bellarine Peninsula approximately 8km North of Ocean Grove and is the focus point of the area.

Wallington Primary School has a smaller 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 183 students (as of Dec 2018). 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 11.5 EFT teaching staff (including Principal), 3.3 EFT Educational Support Staff, and .099 EFT Special Needs Teacher.

Framework for Improving Student Outcomes (FISO)

Building practice excellence:

Throughout 2018 the writing program Writers workshop/notebook was introduced to Wallington PS. Staff have begun working with the different traits and are incorporating them into their practice. Further work to embed the program will be undertaken in 2019.

Curriculum planning and assessment:

Collaborative planning was embedded in 2018 to develop consistency of practice across the grades. A dedicated planning hour together at year levels allowed staff to develop consistent planning and allowed staff to look at overall student data. Teachers have developed an agreed instructional model in writing and reading. The school also successfully completed the PLC program and initiated this across the school. Further work will be undertaken in 2019 to refine our PLC's.

Achievement

Teacher judgment data is above the state medium and similar to like schools.

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 above the state medium and at a higher level than like schools. This performance has been consistent and is evident in the 4-year trend data.

Year 3 Naplan Numeracy:

The data shows students performing 'similar' to other like schools and at the state medium. This is also reflected in the four year trend data.

Year 5 Naplan Reading:

Data shows the school performing well above the state median in Reading and at a similar level to like schools. This has been consistent over the 4-year trend period with our students performing higher than like schools.

Year 5 Naplan Numeracy:

Data shows that students performed at the state medium and similar to like schools. This is continued in the four year trend data with performance above the state medium and similar to like schools.

Naplan Learning Gain:

The data shows that the majority of students achieved either medium to high growth from 3 to 5, with low percentages of students achieving low growth, with the exception of numeracy.

Highlights:

- achievement in Reading in both Years 3 and 5.

Future Directions:

Numeracy learning gain will be an area for improvement in the 2019, targeted through the appointment of a learning specialist and participation in Leading Mathematics (Bastow).

Engagement

Overall attendance data for 2018 shows that the school had an average attendance rate of 91%. This varied significantly throughout the year levels. The figure is lowered by a small number of repeat absences by particular students and through extended family holidays. The school promoted the message of "it's not ok to be away" and this will continue to be a focus in 2019.

Parent satisfaction improved in 2018 and is now at the state median. Participation in the survey was up significantly in 2018 with a focus on response rates.

Wellbeing

Students Attitudes to School -Sense of Connectedness:

The Attitudes to School survey shows that students in Years 4-6 report levels of connectedness is below the state mean and are lower than like schools.

Students Attitudes to School - Management of Bullying

The Attitudes to School survey shows that students report that bullying is slightly lower than the state mean and to is lower than like schools

Improving the student response to the Attitudes to School survey will continue to be a focus for 2018, School Wide Positive Behaviours program is in the process of being implemented in 2019 in response to this survey result.

Financial performance and position

- Wallington PS operated a surplus in 2018, this was in part due to higher enrollment (183)
- Equity money was used to support students with a Wellbeing Teacher who was able to help students access education.
- The Wallington Strawberry Fair was a very successful fundraiser for the school and allowed for the basketball court to be upgraded. Maintenance issues with the septic system meant that significant locally raised money was used to upgrade the treatment plant.




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 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 183 students were enrolled at this school in 2018, 91 female and 92 male.

0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






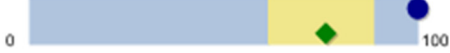







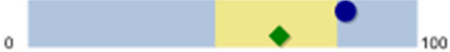
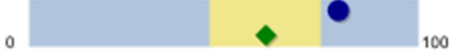






Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>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> Higher</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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>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> Higher</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆




Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<div><p>Reading</p><table><tr><td>20 %</td><td>60 %</td><td>20 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>45 %</td><td>30 %</td><td>25 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>30 %</td><td>45 %</td><td>25 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>35 %</td><td>45 %</td><td>20 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>25 %</td><td>55 %</td><td>20 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	20 %	60 %	20 %	Low	Medium	High	45 %	30 %	25 %	Low	Medium	High	30 %	45 %	25 %	Low	Medium	High	35 %	45 %	20 %	Low	Medium	High	25 %	55 %	20 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
20 %	60 %	20 %																														
Low	Medium	High																														
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Performance Summary

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Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>86 %</td><td>91 %</td><td>90 %</td><td>90 %</td><td>93 %</td><td>90 %</td><td>87 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	86 %	91 %	90 %	90 %	93 %	90 %	87 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
86 %	91 %	90 %	90 %	93 %	90 %	87 %										

Performance Summary

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Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Lower</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$1,441,990
Government Provided DET Grants	\$219,174
Government Grants Commonwealth	\$1,900
Revenue Other	\$20,814
Locally Raised Funds	\$139,741
Total Operating Revenue	\$1,823,618

Equity ¹	
Equity (Social Disadvantage)	\$8,823
Equity Total	\$8,823

Expenditure	
Student Resource Package ²	\$1,429,121
Books & Publications	\$3,665
Communication Costs	\$2,900
Consumables	\$45,598
Miscellaneous Expense ³	\$100,566
Professional Development	\$3,137
Property and Equipment Services	\$56,655
Salaries & Allowances ⁴	\$104,373
Trading & Fundraising	\$70,476
Travel & Subsistence	\$2,492
Utilities	\$26,266
Total Operating Expenditure	\$1,845,248

Net Operating Surplus/-Deficit	(\$21,630)
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Asset Acquisitions	\$0
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$17,127
Official Account	\$4,221
Other Accounts	\$52,031
Total Funds Available	\$73,378

Financial Commitments	
Operating Reserve	\$10,000
Other Recurrent Expenditure	(\$228)
Funds Received in Advance	\$3,070
School Based Programs	\$30,411
Asset/Equipment Replacement < 12 months	\$12,125
Capital - Buildings/Grounds < 12 months	\$18,000
Total Financial Commitments	\$73,378

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

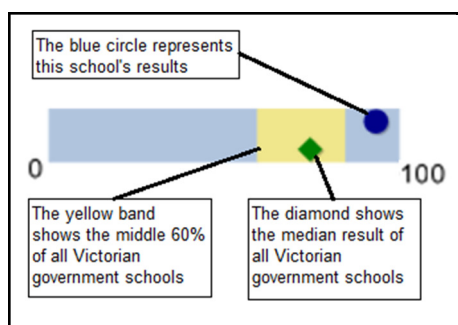
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

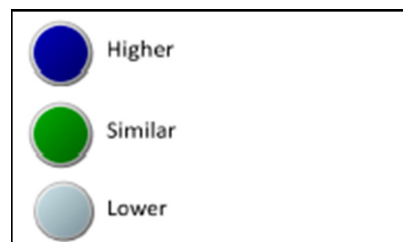


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').