2020 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 2020 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 30 April 2021 at 11:25 AM by Glen Lauder (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 May 2021 at 03:13 PM by Glenn Smethurst (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

At Wallington Primary School, we provide an inclusive, quality education for all students where respect, responsibility and resilience are valued and embraced.

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 186 students (as of Dec 2020). 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 15 EFT teaching staff (including Principal), 4 EFT Educational Support Staff.

Framework for Improving Student Outcomes (FISO)

Wallington Primary Schools KIS for 2020 was focused on developing teacher knowledge of the numeracy curriculum and develop scope and sequence plans that link between concepts and knowledge and move away from teaching concepts in isolation or in topic/unit based areas. However due to these plans were placed on hold during remote learning and focused was placed on ensuring students were still learning remotely and to allow teachers time to focus on the challenges presented by moving learning online and remotely. Once students returned onsite the focus shifted towards student wellbeing and resuming in-person learning. Professional learning was focused on meeting student needs, both learning and wellbeing. We did this by:
- focusing on literacy and numeracy
- freeing up time for teachers to focus on student need, for example adapting PLCs to be focused on building teacher capacity to meet the needs of students.
- freeing up time for the Literacy and Numeracy teams to meet to provide professional learning to staff to meet the diverse needs of students as they returned to onsite learning.

Work was undertaken to develop and distribute with staff the 2021 Numeracy scope and sequence and the Literacy Reading and Writing Workshop model.

Achievement

The key priority was for remote learning to be accessible by and worthwhile for all students, and to provide continuity of Victorian Curriculum aligned learning. Teams of teachers (Prep, Grades 1/2,3/4, 5/6 and Specialists) planned a suitable and sequential curriculum for remote learning – meeting in their team online in most cases, daily throughout this period. Purposefully sought feedback from parents and students was processed to regularly adjust this curriculum accordingly. Literacy and Numeracy were certainly the most evident priorities for daily tasks and activities; inquiry studies and specialist subject options were also provided each week for all students.

Within each learning community a mixture of online platforms including Google Classroom, YouTube and Google Meet/Webex, were used to connect electronically with the students, professionally and the wider community. Teachers used a variety of strategies in order to deliver their program ranging from daily videos to encourage connection with

school, tasks relating to everyday occurrence, collaborative online activities and explicit teaching points.

Student achievement in both Literacy and Numeracy as measured by teacher judgements was on par with similar schools and at or above the state average.

A focus in 2021 will be targeting gaps in student learning due to the disruptions of 2020.

Engagement

A focus upon support for individuals was evident. Whilst we were well aware of those students who would require additional care, it became more evident throughout the period of remote learning those families who needed additional attention – this was reflected in actions such as loaned IT devices and resources, Principal contact, onsite supervision opportunities, teacher phone calls and differentiated tasks / activities.

Attendance records were accurately kept (as noted by daily online connections with the curriculum), with follow up contact made for those needing support with reconnection to remote learning arrangements. Recognition of connection to learning, completion of required set tasks and supportive and responsive feedback efforts from teachers, were key components of our approach. Mindfulness related sessions were integrated into weekly remote learning curriculum programs, across all grade levels. During remote learning our attendance rate dropped and we averaged 24.5 days absence days. This was due to some lack of engagement during remote learning and parents keeping children home if they were displaying any signs of illness. Reducing this higher absence rate will be a focus for 2021.

Using the online platforms students were set tasks and were given the opportunity to complete them within their own learning environment. Students had the flexibility to complete these tasks at their own pace and within a safe environment. Teachers set time limits and created a suggested timetable, to assist with participation and workload. Teachers adjusted elements of their program and created self-directed projects, using rubrics to self-assess, online collaboration methods through the platforms established, making time limit suggestions to each lesson/task and establishing a student choice aspect to the learning options of activities and tasks.

Wellbeing

The school Leadership Team prioritised staff and student wellbeing during remote learning and onsite learning.

Strategies included a whole school approach to ensure students 'at risk' were monitored and supported, including:
• Leadership Team responsibility for following up concerns from teachers for individual student wellbeing issues.
• Use of the School Wellbeing teacher to support families at risk (as reported from Leadership Team)
• Teams regularly included weekly mindfulness activities in their work programs.
• Teams included daily 'check-ins' with students online Google Classroom.
• Staff met via Webex in Year Level teams to plan and support each other.
• Weekly Staff Meetings via Webex were designed to support staff and share resources

Teachers were able to feedback to the Leadership team concerns related to student well-being and follow up phone calls to the families took place. As we returned to onsite learning parents have requested less device time and lots of hands on tasks, collaborative work and the opportunities for children to share and interact face to face. Staff have provided a Starting Right program as students returned. This has enabled students to re-engage with learning, adjust to on site learning and reduce anxiety. The practice of Mindfulness twice a day will continue to help reduce anxiety levels and support the well-being of each student in all classrooms. The wellbeing coordinator has provided parents with support for any student with ongoing anxieties and concerns.

There was a positive attitude during remote learning, however as the change mid-term from remote learning back to on site learning occurred, this proved to be challenging as everyone adjusted to this change. After receiving feedback from community stakeholders, it is felt that over all Wallington PS had lots of positive learning with mainly positive mind sets to enable adapting to a different way of delivery for learning as remote learning unfolded.

Financial performance and position

Wallington PS maintained a very sound financial position throughout 2020. The 2018-2022 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of $10,000.

Equity money was used to support students with a Wellbeing Teacher who was able to help students access education.

The Wallington Strawberry Fair major fundraiser was very successful and money has been put aside for the upgrade of the playground. Maintenance issues with the septic system and black water treatment have been resolved

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

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 185 students were enrolled at this school in 2020, 81 female and 104 male.

NDP percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
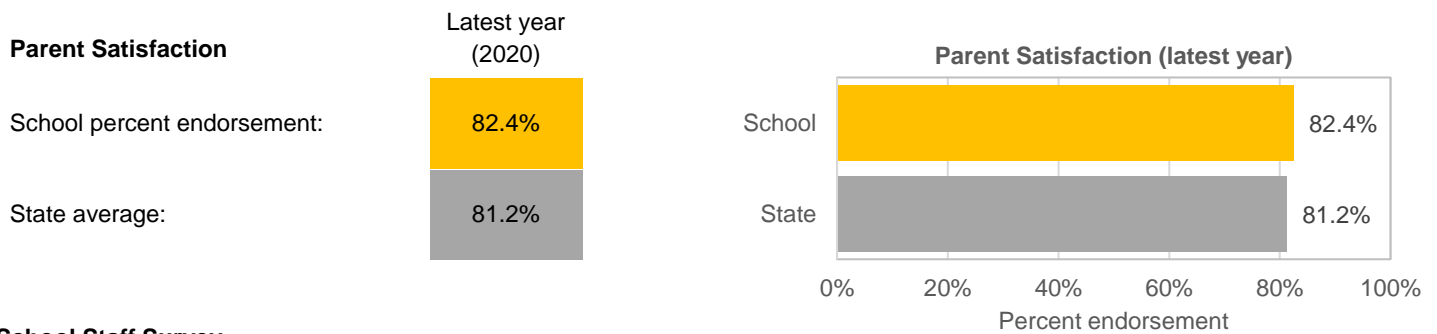
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
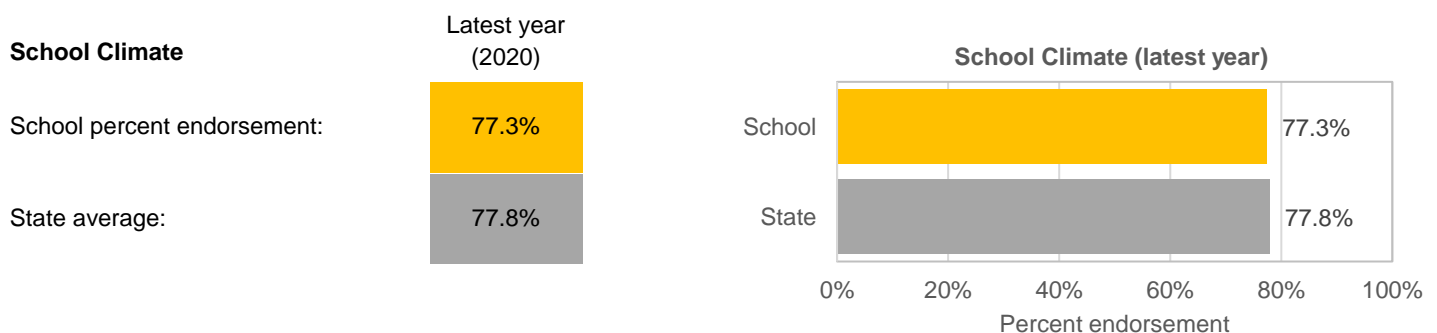
Parent Satisfaction	Latest year (2020)
School percent endorsement:	82.4%
State average:	81.2%

Parent Satisfaction (latest year)

School	82.4%
State	81.2%

Percent endorsement

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	Latest year (2020)
School percent endorsement:	77.3%
State average:	77.8%

School Climate (latest year)

School	77.3%
State	77.8%

Percent endorsement

ACHIEVEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	90.2%
Similar Schools average:	88.2%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	90.2%
Similar Schools	88.2%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
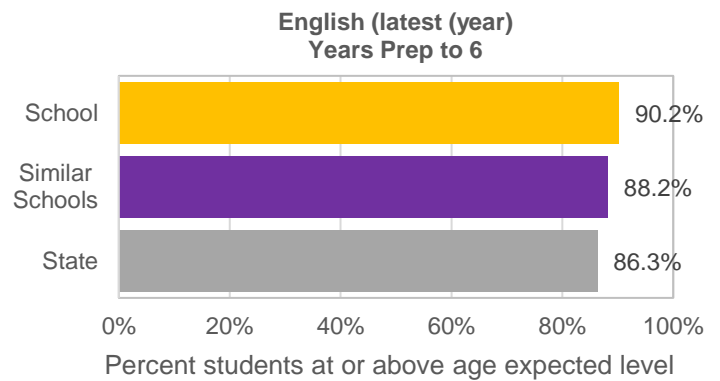
Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	85.7%
Similar Schools average:	87.1%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	85.7%
Similar Schools	87.1%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
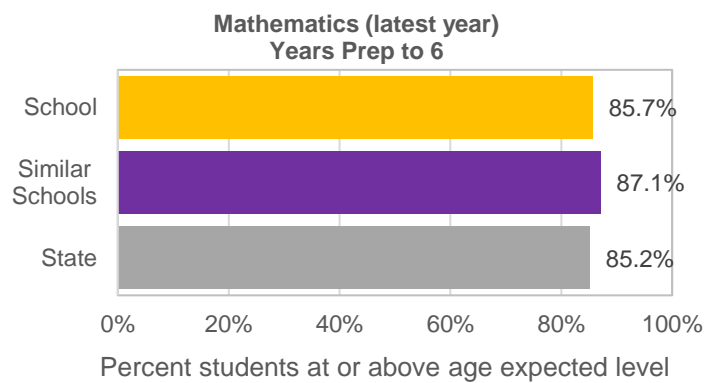
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

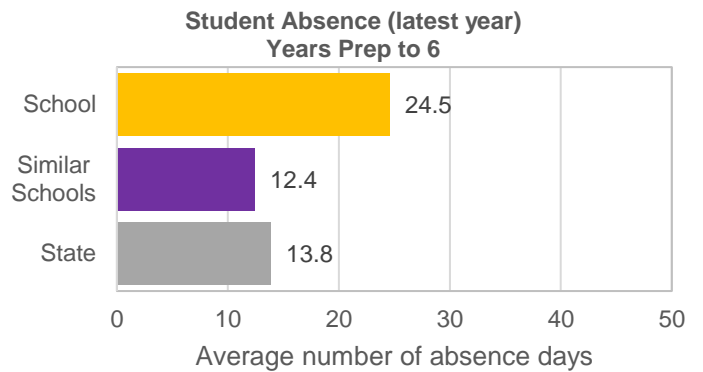NAPLAN tests were not conducted in 2020.

ENGAGEMENT

Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	24.5	20.1
Similar Schools average:	12.4	15.2
State average:	13.8	15.3

Student Absence (latest year)
Years Prep to 6

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	87%	86%	88%	84%	86%	91%	93%

WELLBEING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	77.5%
Similar Schools average:	77.9%	79.6%
State average:	79.2%	81.0%
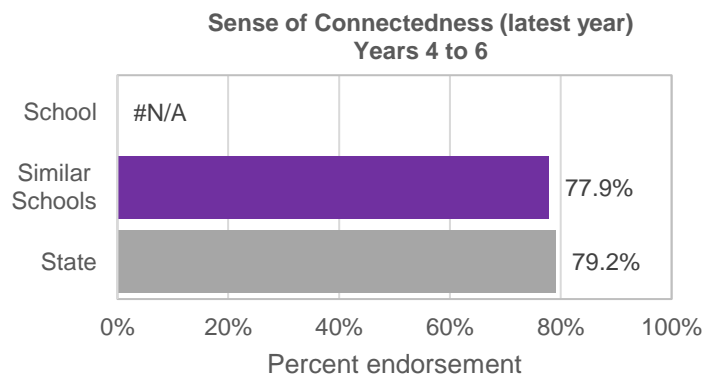
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year)
Years 4 to 6

School: #N/A
Similar Schools: 77.9%
State: 79.2%

0%   20%   40%   60%   80%   100%
Percent endorsement

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.6%
Similar Schools average:	79.7%	80.9%
State average:	78.0%	80.4%
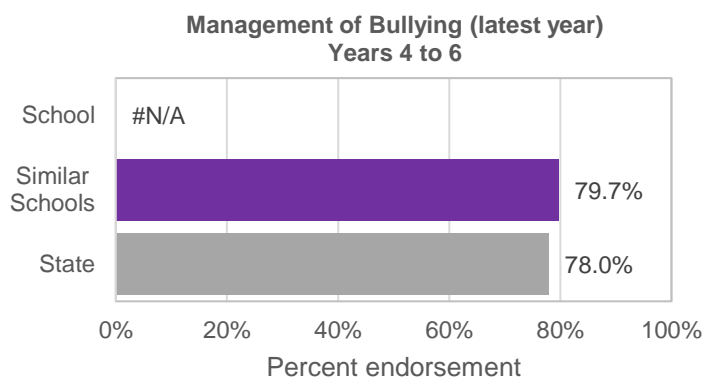
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year)
Years 4 to 6

School: #N/A
Similar Schools: 79.7%
State: 78.0%

0%   20%   40%   60%   80%   100%
Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$1,527,651
Government Provided DET Grants	$281,126
Government Grants Commonwealth	$7,650
Government Grants State	NDA
Revenue Other	$5,766
Locally Raised Funds	$100,457
Capital Grants	NDA
Total Operating Revenue	**$1,922,650**

Equity [1]	Actual
Equity (Social Disadvantage)	$13,163
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$13,163**

Expenditure	Actual
Student Resource Package [2]	$1,519,577
Adjustments	NDA
Books & Publications	$6,577
Camps/Excursions/Activities	$11,775
Communication Costs	$3,013
Consumables	$41,875
Miscellaneous Expense [3]	$8,275
Professional Development	$2,425
Equipment/Maintenance/Hire	$29,117
Property Services	$55,484
Salaries & Allowances [4]	$48,194
Support Services	$28,813
Trading & Fundraising	$50,055
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$31,973
Total Operating Expenditure	**$1,838,016**
Net Operating Surplus/-Deficit	**$84,633**
Asset Acquisitions	**$8,775**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$145,899
Official Account	$10,968
Other Accounts	$2,031
Total Funds Available	**$158,897**

Financial Commitments	Actual
Operating Reserve	$52,502
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$4,627
School Based Programs	$25,513
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$39,600
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$35,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	$44,442
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$201,400**

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.