

2022 Annual Report to the School Community

School Name: Wallington Primary School (3345)



- 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 of the previous calendar year 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 23 April 2023 at 03:47 PM by Glen Lauder (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 09 May 2023 at 01:20 PM by Glenn Smethurst (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 located on the Bellarine Peninsula in a semi-rural setting. The school provides a focal point for the local community and we enjoy a wide range of community participation at the school attracting students from across the Peninsula. There has been a school on the site since 1868 so we have a long tradition of community involvement. In 2022 the school population was 196.6 students with a staff of FTE 12.8 and support staff FTE of 5.5.

The strengths of the school are many and include such things as the small school population, the ability of the staff to work as a team and to support each other through their planning, commitment and willingness to embrace new ideas and methods, the family atmosphere that exists in the school and the development of innovative programs which challenge and engage students in their learning. A major focus of the program is the delivery of a differentiated curriculum to ensure that all students are catered for and supported in their learning at Wallington Primary School.

The smaller student population allows us to provide many activities that involve the whole school. Theme days, Special Events such as the Children's Fair and Science Day, and a specialised Buddies Program, highlight the inclusive culture of the school. These provide the students with the opportunity to work in multi age groupings and to interact with other teachers.

The school is a place where the values are:

Respect
Responsibility
Resilience

The values support us in our belief that all students can learn and that we must always strive for continuous improvement in everything that we do. If we can achieve this then we will have students who are enjoying learning, being positively involved in their school, are becoming independent, lifelong learners, and are effective members of the school and wider community.

Wallington Primary School is a vibrant and proactive school that caters for the social, emotional and academic needs of students. The school staff are passionate about their students and (endeavour to) work with families and the student to provide a positive learning environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

Wallington PS improvement journey was focused on literacy and in particular writing in 2022. The Literacy School Improvement Team (SIT) focused their work on embedding Writers Workshop and reviewing and refining our workshop lesson model. Professional learning was undertaken in on effective use of the 6+1 Writing Traits model of writing instruction and the benefits of this are evidenced in our NAPLAN data, at Yr 3 32% of students in the top two bands and at Yr 5 38%. In Reading students performed strongly with great results in the percentage of students in the top 3 bands, 80% at Yr 3 and 94% at Yr 5. The Literacy SIT also undertook training in the Sounds Write synthetic phonics program for introduction in 2023.

In Numeracy Wallington PS continued to perform at a high level with the percentage of students in the top three bands equal to similar schools, Yr3 67% and Yr 5 56%.

Highlights include:

- Sounds Write completed
- speech pathologist trailing Sounds Write
- Writers Workshop renewed and published
- All staff completed 6+1 Traits professional learning

- Teachers are conferencing on student data/achievement
- SIT Teams (Literacy/Numeracy/Wellbeing) focused on whole school improvement.

Wellbeing

Wellbeing continued to be a priority for 2022. Our continuation in the Mental Health and Wellbeing pilot programs say the work of the Mental Health and Wellbeing Leader (MHWL) continue. Focus was given to prioritising positive mental health and wellbeing strategies to support students after two years of remote learning disruptions. As part of this Zones of regulation was introduced and whole class strategies were explored and students were beginning to use the language from the program to identify their zones and use one or two strategies to regulate the emotions.

The MHWL worked with teachers to support identified students with wellbeing issues and to assist both teachers and parents in obtaining support and assistance. The Wellbeing Team also developed a whole of school social and emotional program for introduction in 2023 which will focus on preventative strategies and building positive mental health. Mental Health funding was used to begin training in the Berry Street Model of Positive Education. Staff completed the first two days of training and anecdotal feedback was very encouraging, staff could see the benefits and have begun implementing some strategies such as yarn circles.

AtoSS data highlights an issue in the 5/6 students, with both sense of connectedness and management of bullying lower than similar schools. Further investigation is needed in 2023 to address the concerns of students.

Highlights include:

- introduction of zones of regulation begun, students starting to use language and 1-2 strategies
- Social and emotional wellbeing whole school plan developed
- Berry St professional learning days 1 & 2 completed

Engagement

Attendance continued to be a concern throughout 2022. The school averaged a higher average number of days absent than similar schools. A small percentage of this was due to ongoing COVID-19 mental health and wellbeing issues but the majority was due to parents following health advice and keeping students at home when unwell, displaying cold and flu like symptoms and when they had tested positive for COVID-19. The focus in 2023 will be to reengage

Attendance records were accurately kept, with follow up contact made for those needing support with reconnection to schooling. Recognition of connection to learning, completion of required set tasks and supportive and responsive feedback efforts from teachers, were key components of our approach.

Other highlights from the school year

Highlights:

- Wallington Strawberry Fair successfully run after COVID shutdowns
- All school camps successfully completed
- Sporting programs all successfully run
- Inclusion Grant gained for the improvement of the playground

Financial performance

Wallington PS maintained a very sound financial position throughout 2022. The 2021-2025 School Strategic Plan, along with the 2022 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 \$24,122. This surplus was due to savings to allow more resources to be employed in 2023.

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

In great news the Wallington Strawberry Fair was able to be held which assist in supporting improvement works. The school was successfully applied for an inclusion grant which will be used to upgrade the playground to allow greater inclusivity in the playground.

**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 2.0 (FISO 2.0).

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 197 students were enrolled at this school in 2022, 90 female and 107 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).

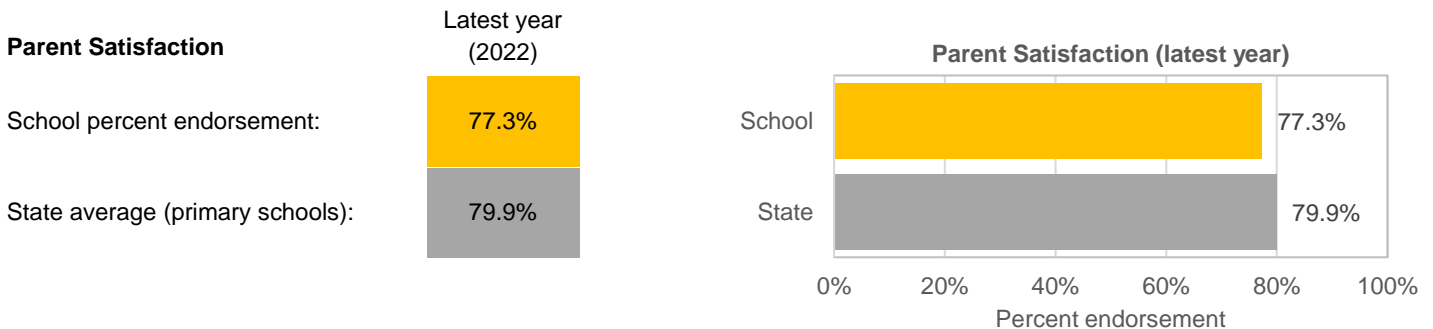
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

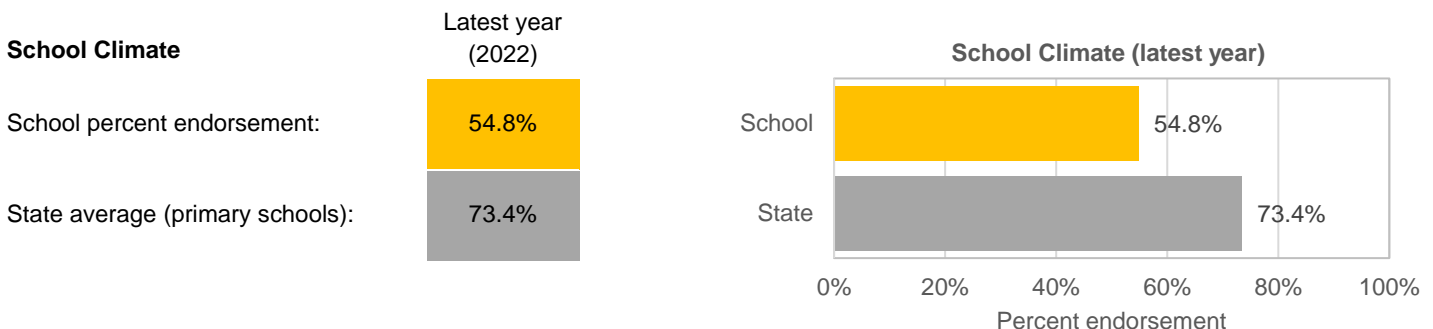


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

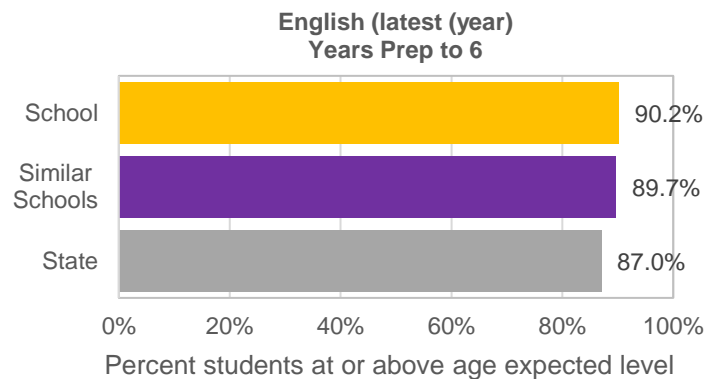
90.2%

Similar Schools average:

89.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

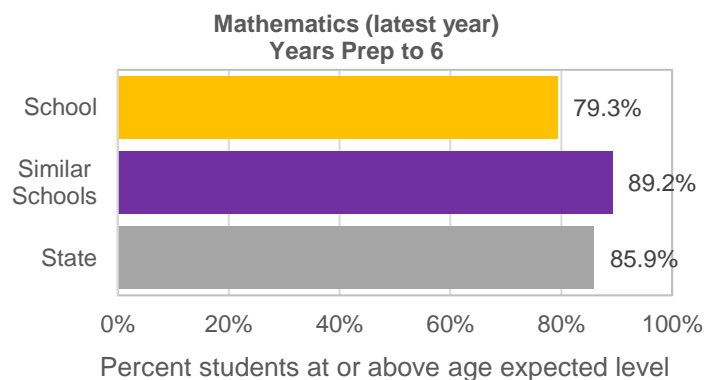
79.3%

Similar Schools average:

89.2%

State average:

85.9%



LEARNING (continued)

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.

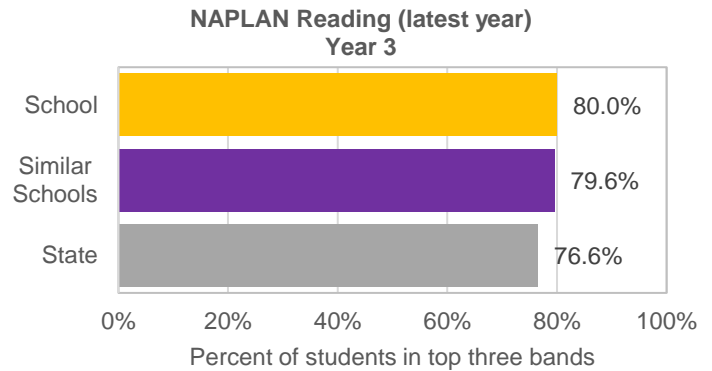
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

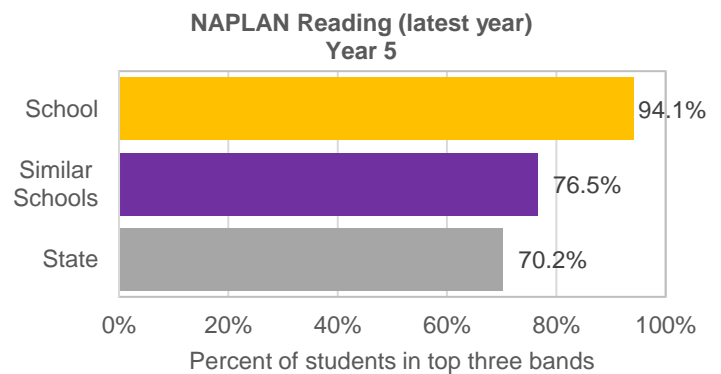
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	81.5%
Similar Schools average:	79.6%	80.2%
State average:	76.6%	76.6%



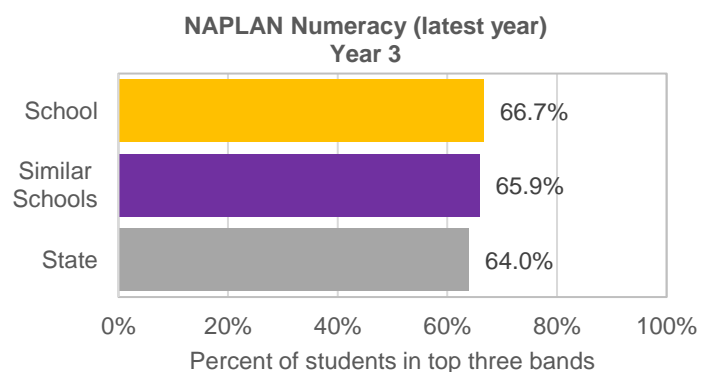
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.1%	92.0%
Similar Schools average:	76.5%	73.4%
State average:	70.2%	69.5%



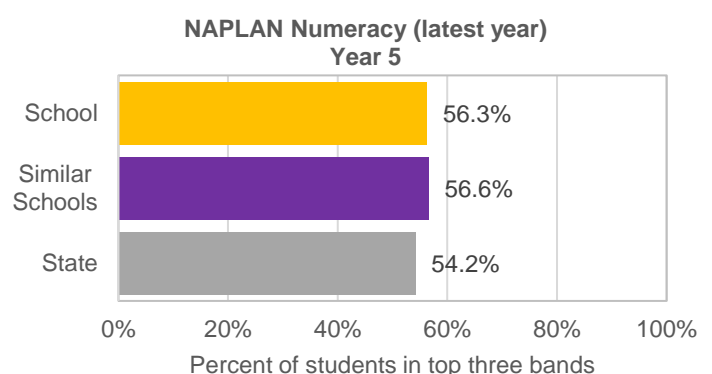
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	55.7%
Similar Schools average:	65.9%	69.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.3%	61.2%
Similar Schools average:	56.6%	60.4%
State average:	54.2%	58.8%



WELLBEING

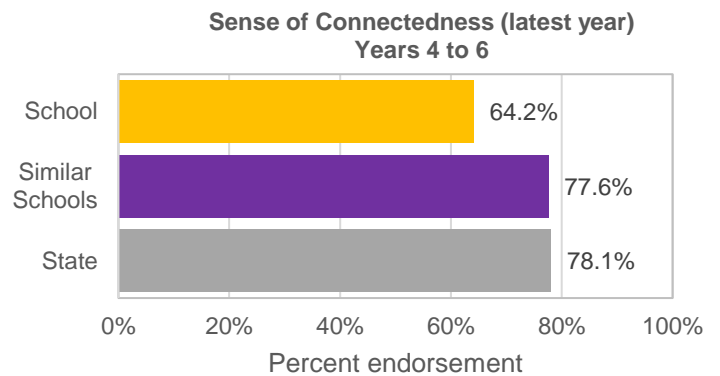
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	64.2%	70.9%
Similar Schools average:	77.6%	77.9%
State average:	78.1%	79.5%

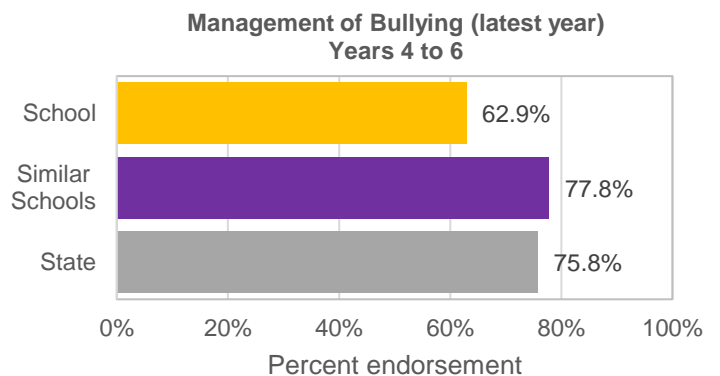


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	62.9%	70.5%
Similar Schools average:	77.8%	78.8%
State average:	75.8%	78.3%



ENGAGEMENT

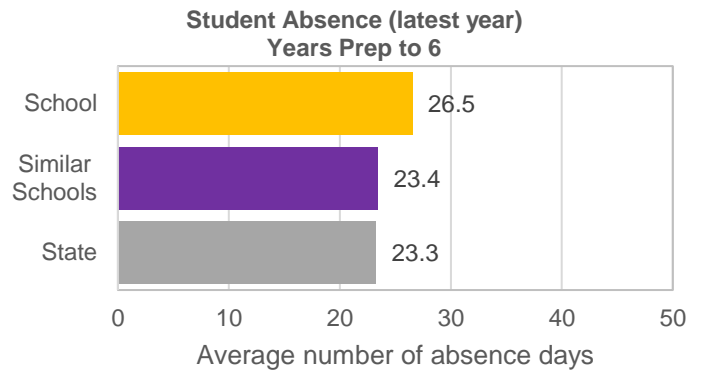
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.5	21.3
Similar Schools average:	23.4	16.7
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	84%	89%	87%	88%	85%	83%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,963,601
Government Provided DET Grants	\$246,846
Government Grants Commonwealth	\$2,700
Government Grants State	\$2,000
Revenue Other	\$34,654
Locally Raised Funds	\$152,509
Capital Grants	\$0
Total Operating Revenue	\$2,402,309

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,511
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,511

Expenditure	Actual
Student Resource Package ²	\$1,939,479
Adjustments	\$0
Books & Publications	\$7,245
Camps/Excursions/Activities	\$67,490
Communication Costs	\$2,434
Consumables	\$42,824
Miscellaneous Expense ³	\$9,106
Professional Development	\$8,541
Equipment/Maintenance/Hire	\$28,724
Property Services	\$47,555
Salaries & Allowances ⁴	\$115,803
Support Services	\$57,342
Trading & Fundraising	\$45,929
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,625
Total Operating Expenditure	\$2,406,696
Net Operating Surplus/-Deficit	(\$4,387)
Asset Acquisitions	\$0

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$142,959
Official Account	\$6,303
Other Accounts	\$4,482
Total Funds Available	\$153,744

Financial Commitments	Actual
Operating Reserve	\$76,417
Other Recurrent Expenditure	(\$285)
Provision Accounts	\$0
Funds Received in Advance	\$12,307
School Based Programs	\$29,358
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$82,364
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$30,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$230,161

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.