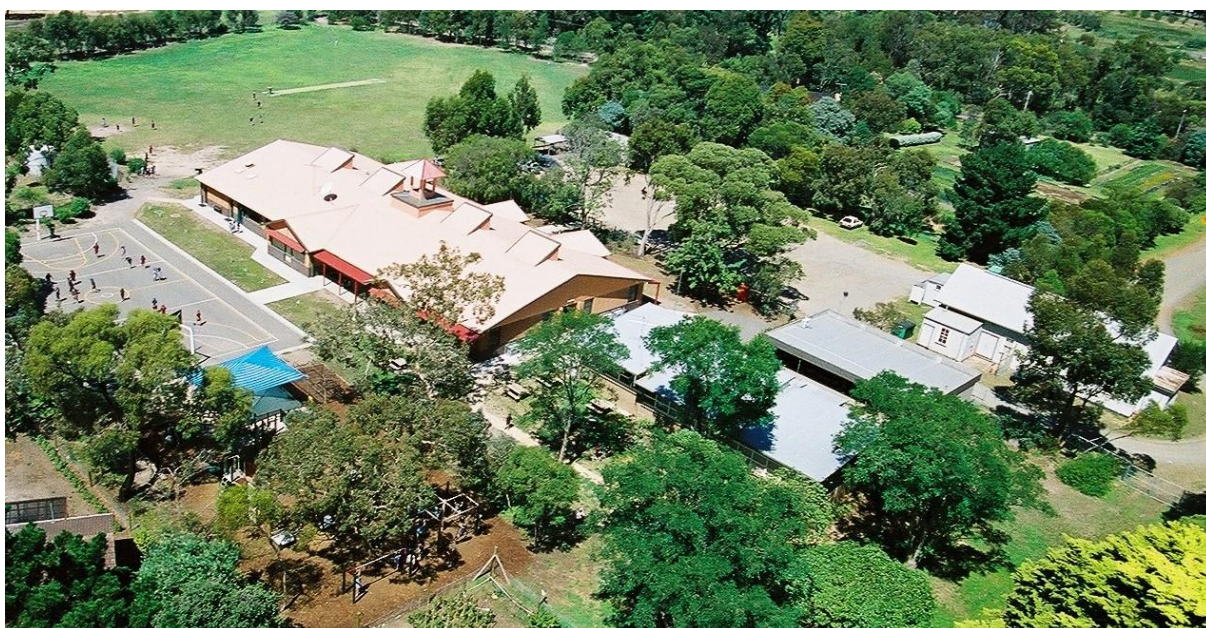


Wallington Primary School 3345

2008 Annual Report to the School Community



School Overview

Wallington Primary School is located on the Bellarine Peninsula, near Geelong. The school has all the advantages of a rural school but the added benefits of a larger setting to allow for the provision of a comprehensive curriculum.

As a community school it has the support and involvement of the whole district and has been a focal point in the community since 1868. The traditions of providing for the educational needs of the community are strong and the school has grown within this framework over many years.

The school has strong links with the local kindergartens and secondary colleges to ensure smooth transition for our students both into and out of the school. Support services are provided through district and regional personnel, which includes speech pathologists, psychologists and social workers, support for students with disabilities and impairments and staff support for curriculum development and innovation. The school is also part of the Bellarine Secondary College cluster which enables sharing of ideas and a common approach to transition across all the local schools.

The school is fortunate to have a stable, caring, committed staff who have high expectations and encourage all students to strive for their best possible outcomes at a personal level.

School Purpose and Values:- To encourage all students to enjoy learning, be positively involved in their school, and to become independent, lifelong learners and effective members of society, by providing them with a quality education in a safe, caring environment.

The school is a place where the values of:

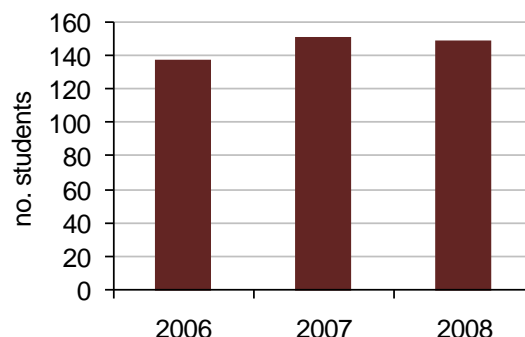
- * Persistence
- * Cooperation
- * Confidence
- * Getting Along

which are the foundations of the “You Can Do It” program, are an important part of all policies and procedures.

Student enrolments – Student Enrolments have remained relatively stable from 2007 to 2008 however the Prep intake has reverted to similar numbers to years prior to 2007.

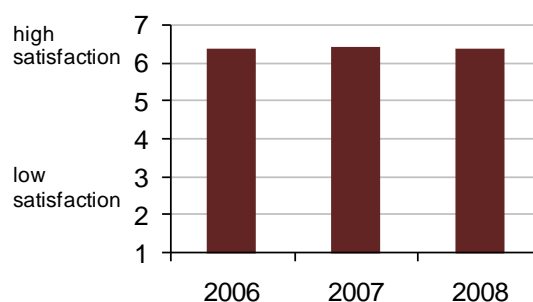
Numbers of boys have exceeded the number of girls in the school slightly for the past three years.

Total students enrolled in school



Parent Satisfaction:- Parent Satisfaction with the school has remained high for all areas except “Reporting” which now falls below the state mean. Extra Curricula has improved greatly over the previous years. For General Satisfaction, 97% of parents indicated that they were satisfied with the programs and operation of the school giving a score of 6.37 where 7 is the maximum possible score.

Parents' satisfaction with this school
(average score on scale of 1 to 7, where 7 is best possible score)



Commonwealth Requirements

- **Teacher Satisfaction** - The average score for teacher satisfaction (morale) at this school was 87 on a scale from 0 to 100 where 100 is the best possible score
- **Teacher Absence** - The average number of days absent per teacher was 6.23 days where the state average was 5.61.
- **Teacher Retention** - Of the 11 teaching staff at Wallington Primary School at June 2007 (including those on leave without

pay), 11 or 100% were still at the school at June 2008. This figure across all Government schools was 84%.

Teacher participation in professional learning

All teaching staff have participated in professional learning throughout the year, including The PD budget was \$5000. We actually spent \$5870.

- All staff took part in a potential survey, following up with PD activities from the continuum itself. We also worked with Wendy McPherson, Ultranet coach on setting some goals for this year from that.
- Half staff attended Geelong Maths Conference Maths Conference
- Half staff attended E learning conference which was held on the same day.
- All staff involved in interactive white board P.D. activities provided by AV Media. We now have IWB's in all 8 classrooms
- A staff member was the PLAT school coordinator and attended PD sessions on a regular basis, bringing back practical maths activities for all staff. Maths 300 will be used as a core for maths in the school
- Literacy coordinator attended regional PLT's throughout the year
- Staff professional Learning Plans centred around a fortnightly session of professional readings, sharing resources, celebrations and or concerns and reflections.
- Prep teachers involved in the prep / kinder network sessions on a monthly basis
- Principal & year 3 & 5 teachers attended NAPLAN data interpretation sessions with Philip Holmes – Smith
- The Arts and LOTE network sessions were attended by specialist staff once a term
- Early Years staff and integration Aides attended Cued Articulation sessions
- Staff worked in conjunction with speech pathologist and Oral Language Educator throughout the year.
- SSO admin. staff attended network meetings each term
- SSO admin. attended Vic. Business Managers Conference.
- SSO's CASES 21 updates throughout the year as well as special initiatives

In addition the principal attended:

- term regional PD sessions
- Regional conference
- State-wide principal's Big Day Out
- study tour looking at coaching, e potential, school improvement initiatives and work with Lynne Sutton. This will continue in 2009.
- Principal Professional Learning Team sessions were held twice a term
- Network Principal forums worked within areas of network reform and school improvement
- **Teacher Qualifications** –*All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241*



Principal's Report

School commenced on January 30th this year with an enrolment of 150 students. Helen McLaren replaced Judie MacMillan as the Arts teacher and we ran a specialist Physical Education program during term 1 to “kick off” the Active Schools Initiative. In order to further extend the children’s participation in active use of leisure time, the school was successful in gaining funding for the Active After School Communities program running for two nights a week. Children have had the opportunity to participate in dance classes, basketball, karate, soccer and multi skills programs. These sessions have been highly successful with all activities being fully subscribed all year. My thanks must go to Robert and Lynell Dungen and Lee Ryan for assisting with supervision and afternoon tea. We will be able to continue with this program again in 2009. Jill Murray returned to the school at the commencement of the year after a period of time as a Literacy Specialist in the Geelong North Network.

This year has seen the introduction of the Interactive Whiteboards into classrooms and the Library to enhance student learning. It is amazing how quickly the children learn to adapt their learning to these initiatives. The ICT revolution continues to gather pace and I am confident when I see our students working that they are keeping pace with and understanding exactly what the purpose of their learning is. In 2009 we will endeavour to have the interactive boards in all classrooms. The ICT centre has received an upgrade of sixteen new computers as well as wireless networking in all classrooms and an upgrade of the servers supporting the student network. In excess of \$120 000 has been spent in this area alone.

Years 3 and 5 students took part in the NAPLAN testing program for the first time this year. This format replaced the AIM testing program of previous years. Student results were then compared with the national benchmarks as well as the state. Students handled the change in format well and we received some excellent individual scores. It also gives us information about where we need to concentrate our teaching and learning for the future.

Students from Years 3 to 6 were also given the opportunity to sit for the University of NSW exams in English, Spelling, Writing, Maths, Computer and Science. A number of these students received Credits, Distinctions and High Distinctions. It was particularly pleasing to note the increase in number of students wanting to have a go at the tests.

Our Geelong College Challenge Team of James McCorkell, Samuel Shields, Phoebe Chirnside and Emma Blake-Hahnel had a very successful weekend at the Geelong College in May. They competed against 15 other primary schools in a series of physical, academic and creative challenges. They were the eventual overall winners of the weekend; the first time for Wallington and by the biggest winning margin ever! Congratulations to the team on a wonderful effort.

The Debating Team were also extremely successful this year, remaining undefeated until the grand final. Well done indeed to Amie, Phoebe, Georgie and Emma who between them were named “Speaker of the Debate” 6 times. Our thanks go to Jennie Marino and Serena Chirnside for their expert coaching of the team.

The Buddies program with the Prep and Year 6 students has been highly successful once again. These regular timetabled sessions have allowed both classes to develop in their own way. It is something that both the older and younger children look forward to. Thank you to Leah Alstin and Jennie Marino for the work they put into making this program so successful.

School level Reports, Staff, Student and Parent Opinion Surveys indicated that the school is performing well above the state expectations in all areas except one. This, I believe is due to the very strong partnership between home and school that we place so much emphasis on. The area that we need to concentrate on is that of punctuality and attendance. Reports indicate that the school has far greater absence rates when compared with all schools in Victoria.

The installation of a water tank and pumping system to harvest rainwater was completed in Term 3 this year. Eventually this, together with the water treatment plant will enable us to water the school grounds efficiently. The next stage of this project in 2009 will be an application for solar panels.

The Strawberry Fair held in March was extremely successful, raising approximately \$30 000 for the school. This event could not happen without the wonderful commitment of the parent community, staff and students who work together as a well oiled machine. The money raised from this year's fair has been allocated to provide extra shading on the northern side of the school as well as provision of ICT equipment for the students.

Next year we have an increase in student enrolment with numbers around 168. This has necessitated the creation of an extra class and staff member. To avoid large numbers of students in classes it will be necessary to use B Block as a classroom once again. The school is not entitled to another room until numbers reach 176. The year 6's will be setting up a special learning environment in the 2 rooms of B Block.

The School Council have been a major support to the school once again this year. Their work is based around school policy making and resourcing of the priorities and programs running in the school. Dealing with change is always a challenge and this group of people have been enthusiastic and enquiring. Thank you all so much.

I must pay tribute to the work Lindsay Jones does as Grounds Manager at the school. Lindsay has been a volunteer at the school for the past 5 years. He has maintained the grounds, kept the majority of shrubs alive and worked with the students in the vegetable garden. I'm sure you'll agree that the work Lindsay puts in is extremely valuable indeed.

We farewell 18 wonderful Year 6 students this year. They will be moving on to numerous secondary colleges to begin the next stage of their educational journey. I wish them well and feel confident that they will all experience success along the way.

Finally I would like to thank the staff and the parents who have worked tirelessly throughout the year for our school. It is your valued input that makes the school the great place that it is.

Julie Burley
Principal

School Council President's Report

The Wallington Primary School Council is the school's key decision making body. It is responsible for determining policy, allocating resources to programs and developing and implementing the school strategic plan and the annual implementation plan. The school council has nothing to do with the daily running of the school as it exists to provide a supporting role.

Many issues are discussed and may be implemented by school council. Some of these are our school camps. This year we had our usual Prep/2 Bunyip Camp, Years 3/4 Baanya Biami Camp and Years 5/6 Maldon Camp. These camps are a great experience for the students as well as good fun. Another program implemented was the Active After School Program, providing activities for some of the students to participate in for one or two nights per week.

There are several sub committees that report to school council.

- The Curriculum Committee develops policies and programs on curriculum within the school. The school focus for the Curriculum Committee this year was to ensure smooth links with information between years and departments in line with our annual implementation plan. One of the items discussed and implemented by the Curriculum Committee was the Open Day during Education Week. This involved interaction for parents to participate and watch activities such as a beep test, chess, plays, computers, etc.
- The Resources Committee develops policies on finance, resource management and fundraising. This may involve things like computers for the ICT centre and office, finance allocation and lease agreements (eg. Photocopiers, etc.)
- The Environment Committee oversees all urgent and major works by ensuring an environment vision is developed and monitored. Some of these works include projects such as seating for the gazebo, a soccer field and rebound wall. The Environment Committee ensures the maintenance of school plant and equipment and safety aspects of the grounds by organising such things as

working bees to maintain or repair items around the school (eg. gardens, doors, trees, furniture, etc.).

- The Strawberry Fair Committee organises our major fund raising event. The Strawberry Fair has raised funds for items such as the interactive white boards and many other improvements to benefit both, this year's students, as well as those in years to come.

These brief details only cover some of the activities undertaken by these committees. Involvement in these committees is a great way to participate and contribute to our school environment.

I wish to thank the School Council members and subcommittee members, as well as all those parents who have contributed to the school as class room helpers, assisting at working bees, transporting students, helping with excursions or assisting in any other way when the need arises. Thank you for your time, your input and support throughout the year. Your contribution is appreciated.

Thank you to all the staff for the hard work they have put in this year. I'm sure every parent appreciates your efforts in either the delightful task of teaching our children, administration or any of the many other tasks performed throughout the year.

Robert Dungen
School Council President



Student Progress & Achievements

Student Learning

Prep to 2 Reading

Student Learning is assessed by teachers within the school at Prep to Year 2 with unseen text for Reading. Results for Prep indicate that 89% of students are operating at or above the expected level for both Levels 1 and 5. Year 1 have all students at or above the expected level at Level 1 and 91.4% for Levels 5 and 15. Year 2 has all students operating at or above the expected level.

Teacher Assessment against VELs

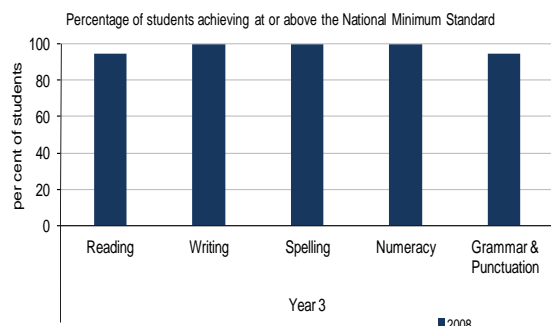
All students from Prep to Year 6 were assessed against VELs. These results indicated that:-

- for Reading 95% of students were operating at or above the expected level with 6% achieving at more than one year above their peers.
- For Writing 92% of students were operating at or above the expected level with 5% being in excess of 1 year above.
- Speaking and Listening had 95% at or above the expected level and 3% of these were more than a year above.
- Number had results of 91% of students at or above the appropriate level with 4% a year or more above.
- Measurement, Chance and Data had 93% of students at or above the appropriate level with 3% a year or more above the expected level.

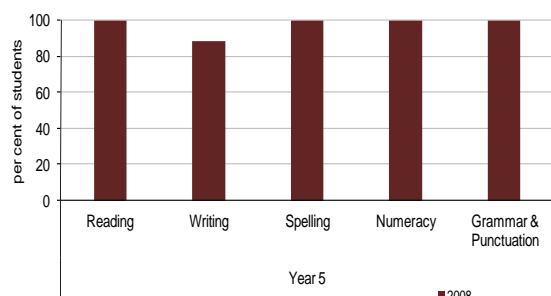
Percentage of students achieving at or above the National Minimum Standards – In 2008 schools in Victoria moved from the Achievement Improvement Monitor (AIM) which was a state wide standardized test to the National Assessment Program – Literacy and Numeracy (NAPLAN) and as a result there is no data for the previous years for comparison.

Year 3 and Year 5 students were assessed with the NAPLAN tests. Results for this indicated that, compared to other students in the whole of Australia, at Year 3 there were 84% operating at Band 4, 5 or 6. These Bands are all above the average expected for year 3. The remaining students were at or slightly below the expected level. For Writing 91% of students were at Bands 4, 5 or 6 with the

remaining 9% being at or below the expected level. Numeracy showed 72% operating above the expected level, 22% at the expected level and 6% slightly below. The school mean was at or above the state mean for all these areas.



Year 5 students were all above the expected level for Reading, 83% were above the expected level for Writing with 6% at the expected level and 11% slightly below. In Numeracy 95% were above the National Minimum Standard with the remainder being slightly below.



Due to the size of the groups in Year 3 and 5 what appears to be a high percentage may actually equate to a small number of students.

Reporting on PSD students – The school had 8.6 students funded on the PSD program. These students are assessed against individual learning plans developed in line with PSD planning group meetings.

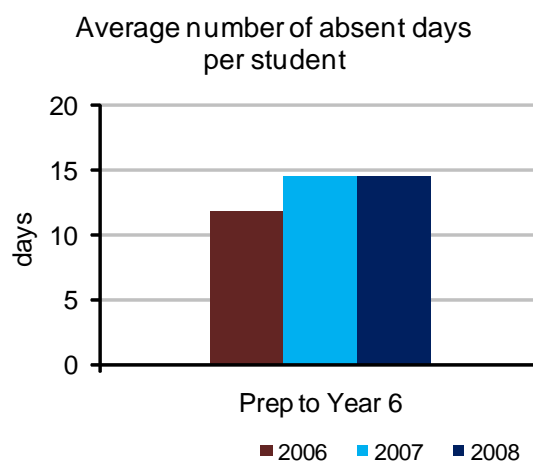


Student Engagement and Wellbeing

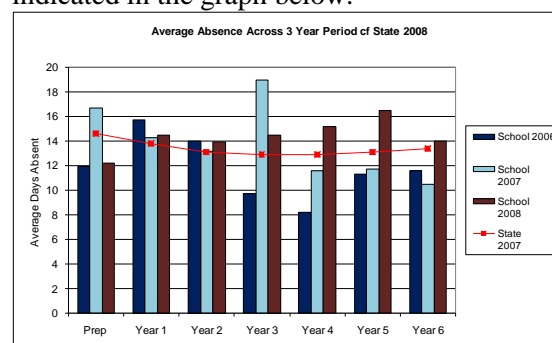
Student absence is one indicator used to look at student's connectedness to school however in Primary Schools this is often a parental decision, especially in the early years.

Average number of absent days per student

The average number of days absence across the school has been consistently high for the last 2 years and has been above the state average for that time.



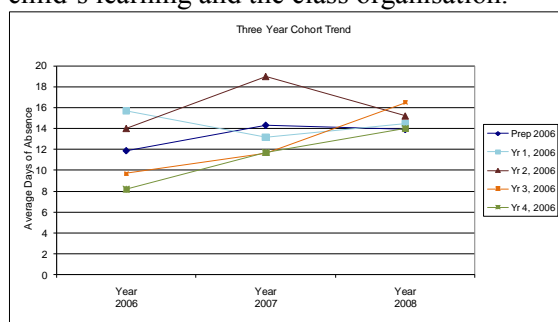
In 2008 all year levels except Prep exceeded the state benchmarks for 2007 and a number of groups particularly in the senior school had absence rates in excess of their 2007 levels as indicated in the graph below.



When the same cohort is graphed for the three years there are some concerning trends particularly with the Years 5 and 6 in 2008 where the absences have risen annually for these groups.

Some of these statistics are attributable to a small number of individuals who are frequently absent; however there is concern with the number of absences which occur which are not for legitimate reasons, as this impacts on children's learning, e.g. the large number of family holidays taken through the

school term. Lateness is another issue which also influences the child's ability to learn and frequent lateness seriously disrupts both the child's learning and the class organisation.

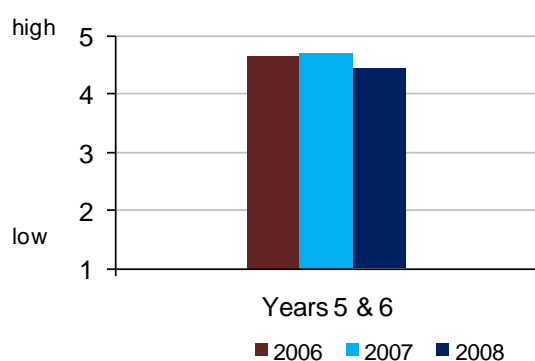


Students' school connectedness –

Students in Years 5 and 6 complete a survey which looks at a variety of questions about their schooling. One area of this survey refers to their connectedness to school.

For 2008 this area had a score of 4.47 which is a slightly lower result than the previous two years, but was still within the fourth quartile.

Student connectedness to school
(average score on scale of 1 to 5, where 5 is best possible score)



When the results are broken down to year levels and gender differences Year 5 boys indicated that they were very well connected to school, followed by Year 6 girls who were also in the fourth quartile. Year 6 boys were in the third quartile and Year 5 girls were down to the second quartile. These figures also indicate the differences that often occur with personal development of the students.

The school is addressing these results through a change in school structure to a straight year 6 class with small numbers to try to assist the females connectedness to school.

The school is also involving all year 6 students in a leadership program on a term basis.

Student Pathways and Transitions

The school operates within the Bellarine Secondary College and Bellarine Early Years Network cluster and has an ongoing relationship with both the kindergartens in the area which provide Prep students and the secondary schools who receive the students from Year 6 at Wallington.

Kindergarten to Prep Transition

The school receives students from a large number of kindergartens in the surrounding area. Parents are invited to an open day early in the school year and they also have the opportunity to make an appointment to view the school during normal operation.

Prep transition occurs in Term 4 when prospective Preps attend the school for 3 sessions, usually on a Thursday, and become acquainted with their year 6 Buddy for the following year's program.

Year 6 to Year 7

The Year 6 to 7 transition operates as part of the local cluster. Information is shared between the Year 6 and Year 7 teachers to ensure students are appropriately placed for Year 7. Parents are encouraged to attend open times at the local secondary schools and to make the decision for placement at the most appropriate school for their child.

A transition program is held during Term 4 where teachers from the secondary school meet and work with the students in the primary setting to ensure that any fears are allayed and students are ready to move on. Approximately 50% of students from Wallington move on to the local state schools with the remainder transferring to the private sector.



Future Directions

The school will undertake a review during 2009 and will then set directions for the next four years. This will allow the school community, in conjunction with the staff, to review the performance over the previous 3 years and to be guided by the advice of the independent reviewer to set targets for the following four years.

Goals from the previous strategic plan to be completed in 2009 include:

Student Learning

- To improve student learning outcomes in mathematics, especially in Years 4 to 6
- To improve student learning outcomes in literacy particularly in Years 4 to 6

Student Engagement and Wellbeing

- To increase the year 5 female student learning confidence.
- To increase student engagement

Student Transition

- To improve early childhood transition to school.
- To improve transition within the school
- To improve transition within the middle years of schooling. i.e. years 5 - 9

Many of these goals have improved the educational programs within the school and annual targets have shown growth in many areas.

The school continually strives to address the needs of the Wallington students and looks forward to the review to ensure that the most appropriate programs and challenges are available to address the community's needs.



Financial Performance and Position

Expenditure has been in line with the programs and targets that were priorities for 2008.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	127,083.06
Commonwealth Government Grants	57,241.78
Other	15,603.43
Locally Raised Funds	110,615.18
Group Tax Clearing Account	3,948.00
Total Operating Revenue	314,561.46
Expenditure	
Salaries and Allowances	86,101.97
Bank Charges	910.83
Consumables	23,475.27
Books and Publications	3,450.09
Communication Costs	7,215.76
Furniture and Equipment	86,717.25
Utilities	10,435.62
Property Services	53,327.91
Administration	13,434.68
Health and Personal Development	378.35
Professional Development	3,686.52
Trading and Fundraising	29,812.09
Support/Service	236.09
Miscellaneous	19,321.32
Total Operating Expenditure	338,800.93
Net Operating Surplus/- Deficit	-24,239.47
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, 2008	
Funds Available	2008 Actual
High Yield Investment Account	45,880.12
Official Account	183.09
Other Bank Accounts(listed individually)	
<i>Library Fund</i>	2.54
<i>Term Deposit</i>	44,833.87
<i>Accounts Receivable Control</i>	-175.25
<i>GST Purchases (Redeemable)</i>	1,465.57
<i>Prepaid Expenses</i>	1,347.50
<i>Petty Cash Advance</i>	100.00
Total Funds Available	93,637.44
Financial Commitments	2008 Actual
School Operating Reserve	49,866.10
Assets or Equipment Replacement < 12 months	7,582.52
Revenue Receipted in Advance	2,067.00
Building/Grounds including SMS < 12 months	0.00
Region /Clusters Funds/School Based Programs < 12 months	8,384.00
Provision Accounts < 12 months	0.00
Repayable to DEECD	0.00
Other Recurrent Expenditure (Accounts Payable)	0.00
Assets or Equipment Replacement > 12 months	0.00
Building/Grounds including SMS > 12 months	0.00
Region /Clusters Funds/School Based Programs > 12 months	0.00
Provision Accounts > 12 months	23,000.00
Co-operative loan >12 months	0.00
Beneficiary/Memorial Accounts	0.00
Total Financial Commitments	90,899.62

The school has had a reduction in the financial balance in the bank at the end of 2008 compared to 2009. This however has still left the school in a strong financial position at the end of 2008.

Over 2008 the major areas of expenditure were:

- 4 Interactive whiteboards in classrooms & the library
- Ongoing computer upgrades in ICT room and 3 classrooms as per the schools e learning plan
- Ongoing professional development for staff
- CRT budget exceeded budget by approximately \$20 000 due to staff illness
- Setting up of an extra classroom infrastructure, equipment, cleaning etc. as we were just below entitlement for an extra funded room
- Employment of additional staffing to address special needs and intervention programs



School Contact Information

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School Council President:	Robert Dungen
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Email:	wallington.ps@edumail.vic.gov.au
Web site:	www.wallington-ps.vic.edu.au

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Mrs Julie Burley (Principal).

