



Department of Education and
Early Childhood Development

2011 Annual Report to the School Community

Wallington Primary School
School Number: 3345



Wallington Primary School

Wallington Primary School is committed to continuous improvement at all levels of the school. Focus, purposeful and explicit teaching is the cornerstone of classroom practice. Through a differentiated curriculum we cater for the needs of the individual students. The Student Voice is important at Wallington Primary School as it provides information that assists with planning. We believe that our students need to have a sense of self where individuals are self-motivated, adaptable, and confident; clear, critical and creative thinkers; independent and self-disciplined. The school provides a range of programs that supports students to achieve this.

Our students feel a real sense of connectedness to the school and their peers and this is a contributing factor to the sense of community that this school enjoys. 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 a positive one and is complemented by the physical features of the school. There is a high level of participation through classroom helpers, school council, parent club and the Strawberry Fair

Wallington Primary School has 10.2 EFT teaching staff including Principal, 2.8 EFT Educational Support Staff. The school has a high socio economic with a low proportion of students with English as a second language. The five keys of You Can Do It form the basis for the values and expectations of the school.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Wallington Primary school has performed well in 2011. We are proud of the progress that students have made in the past 12 months. The combined results over the past 4 years indicates that the school continually performs higher than the state mean and similarly to other schools with the similar profile.</p> <p>Naplan</p> <p>Year 3 data shows that on average our students are continuing to achieve above the state mean in Reading and Numeracy. Gains in Numeracy are above the average trend data in comparison with the state mean. The 2011 reading data is reflective of the positive trend data</p> <p>Year 5 data shows the school performing above the state mean in Reading, but slightly below the state mean in Numeracy. However the numeracy data set is not reflective of the 4 year trend data.</p> <p>There is a strong correlation between VELS and NAPLAN data. This indicates that the teacher judgements are aligned with the NAPLAN results.</p> <p>The school runs a number of support programs to assist student learning. 'Words Their Way' was introduced in 2011 and has shown some strong results</p> <p>Through Professional Learning teachers are further developing their skills in the area of Literacy and Numeracy to ensure improved learning outcomes for students.</p>	<p>The overall attendance data is just below the state mean. The figures are influenced heavily by families taking extended holidays during the school term. This is one area that is of concern to the school. The school is also focussing on tardiness as well as working to reduce the rate of absenteeism.</p> <p>The Students Attitude to Schools Survey is conducted with the grade 5 and 6 students. The average score in 2011 for the survey is above the state mean. The trend data for the survey is higher than other comparison schools. This is also reflective of the trend data for the past years. With the trend data indicating a higher than state average result.</p> <p>The school is enhancing this connectedness to school by implementing and promoting Student Voice in the classroom. Through feedback, meetings, etc students can have a greater ownership of their learning. Students are given the opportunity for input into the decision making process as individuals, whole class and whole school.</p> <p>Teachers knowledge of individual students ensures that there is a strong relationship between staff, students and parents</p>	<p>Wallington Primary School has a strong program in place to support the various transitions our students make.</p> <p>Our Prep students' transition to school was again aided by an excellent 3 day orientation program and follow up kinder visits conducted at the end of the year. The Buddy program also contributes to developing their social confidence. The class teacher also meets with the pre school teachers to develop a profile of the incoming students.</p> <p>Transition between year levels is also enhanced by the school allocating time for teachers to meet to pass on information/data to the students 'new' teacher for the year. All data is collected centrally and is accessible by all staff</p> <p>Strong communication links with our feeder preschools have been strengthened, with regular meetings with the Early Childhood Network.</p> <p>Our exiting Year 6 students continue to enrol at a range of government, catholic and independent schools. The Year 6 leadership program, plus an emphasis on Personal Development in Term 4, assisted with this transition into secondary school. The strong relationships we have established with our main secondary feeder schools enable our students to make successful transitions.</p>

For more detailed information regarding our school please visit our website at




www.wallington-ps.vic.edu.au

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>









Wallington Primary School

How this school compares to all Victorian government schools



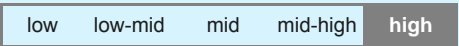
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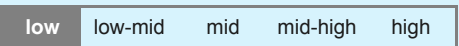
Range of results for the middle 60% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

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

Overall Measures	Student Outcomes	School Comparison
<p>1. Student Learning</p> <p>Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.</p>	<p>Results achieved by students at this school compared to students at other Victorian government schools.</p> 	<p>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</p> <p>Lower  Similar  Higher </p>
<p>2. Student Engagement and Wellbeing</p> <p>Combining student attendance rates and results from the annual student <i>Attitudes to School</i> survey.</p>		<p>Lower  Similar  Higher </p>

School Profile


- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score. 
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score. 
- Overall socio-economic profile 



Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language 
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 160 students (79 female, 81 male) were enrolled at this school in 2011.

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

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

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

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

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2010



Results: English and Mathematics 2007 - 2010 (4-year average)



Results: All other subjects 2010



Results: All other subjects 2007 - 2010 (4-year average)



School Comparison



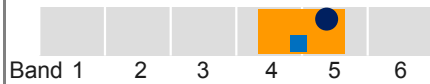
4. NAPLAN Year 3

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

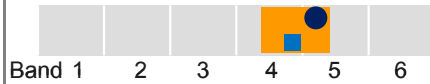
Year 3 assessments are reported on a scale from Bands 1-6.

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

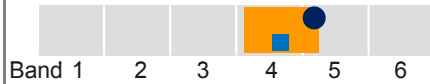
Results: Reading 2011



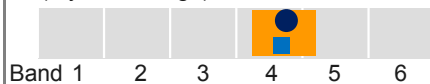
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



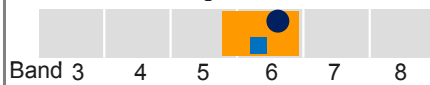
5. NAPLAN Year 5

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

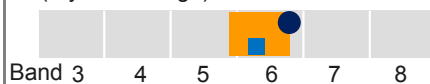
Year 5 assessments are reported on a scale from Bands 3-8.

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

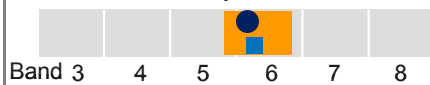
Results: Reading 2011



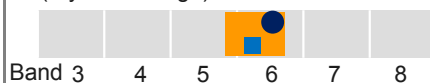
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011






Results: Numeracy 2008-2011 (4-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

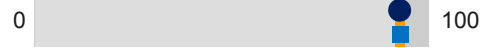
Student Engagement and Wellbeing

6. Student attendance

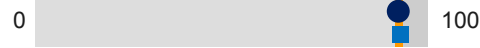
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2010 attendance rate by year level:

Results: 2010



Results: 2007 - 2010 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	91%	95%	94%	92%	92%	91%

Results: 2011



Results: 2008 - 2011 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

How to read the Government School Performance Summary 2011

The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

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

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

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

The **second page** summarises your school's performance.

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

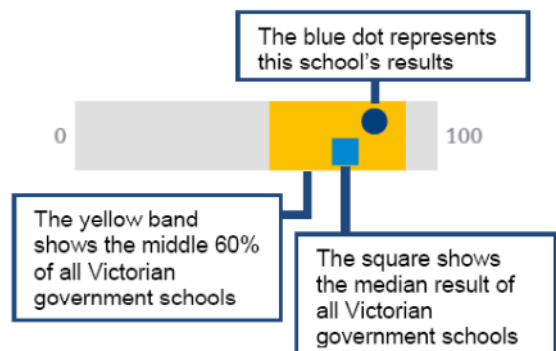
What are student outcomes?

Student outcomes describe the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

School Comparison



Lower



Similar



Higher

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2011		Financial Position as at 31st December, 2011	
Revenue	2011 Actual	Funds Available	2011 Actual
Departmental Grants	\$215,785	High Yield Investment Account	\$46,277
Commonwealth Government Grants	\$73,279	Official Account	\$12,488
State Government Grants	\$0	Other Bank Accounts(listed individually)	
Other	\$15,668	Library Fund	\$85
Locally Raised Funds	\$76,044	Term Deposit MECU	\$77,167
Total Operating Revenue	\$380,776	(insert)	\$
		(insert)	\$
		(insert)	\$
		(insert)	\$
		(insert)	\$
		Total Funds Available	\$136,017
Expenditure		Financial Commitments	2011 Actual
Salaries and Allowances	\$34,696	School Operating Reserve	\$48,550
Bank Charges	\$717	Assets or Equipment Replacement < 12 months	\$22,500
Consumables	\$25,367	Capital – Building/Grounds including SMS < 12 months	\$0
Books and Publications	\$11,975	Maintenance – Building/Grounds including SMS < 12 months	\$7,000
Communication Costs	\$3,417	Beneficiary/Memorial Accounts	\$
Furniture and Equipment	\$57,905	Co-operative Bank Account	\$
Utilities	\$18,893	Revenue Received in Advance	\$2,040
Property Services	\$140,804	School based programs	\$31,926
Travel and Subsistence	\$0	Region/Network/Cluster Funds	\$
Motor Vehicle Expenses	\$0	Provision Accounts	\$24,000
Administration	\$1,844	Repayable to DEECD	\$
Health and Personal Development	\$663	Other Recurrent Expenditure (Accounts Payable)	\$
Professional Development	\$3,042	Assets or Equipment Replacement > 12 months	\$
Trading and Fundraising	\$9,279	Capital – Building/Grounds including SMS > 12 months	\$
Support/Service	\$35,839	Maintenance - Building/Grounds including SMS > 12 months	\$
Miscellaneous	\$27,101		
Total Operating Expenditure	\$371,542	Total Financial Commitments	\$136,017
Net Operating Surplus/-Deficit	\$9,234		
Capital Expenditure	\$0		

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 performance and position commentary

The school has a Resource Sub Committee of the School Council which oversees the resource management of the school. This committee consists of the school council president, a parent representative, two staff members (including the Principal) and the Business Manger. In 2011 the school fitted out the Multi Purpose Hall with the multi media equipment. These had been costed and budgetted for. The school's major fundraiser was again held in 2011 and was very successful. The profit from the fair was spent entirely on the students with enhancements to the school and its resources. For example desktop computers were replaced with laptops. The school invests highly in the professional learning of all staff members ensuring that school, team and personal goals are addressed. The cost of cleaning continues to rise annually, with the school council contributing to the shortfall in this area. To keep abreast with the ever changing needs of technology the school has a plan to ensure that computers and multi media facilities are current and compatible to the needs of the school. Wallington is well resourced and diligently plans to ensure that the resources at the school are of the highest quality

