

# 2022 Annual Report to the School Community

School Name: Wallarano Primary School (5055)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 31 March 2023 at 03:07 PM by Gail Doney (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

To be attested by 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
- 

## 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

Wallarano Primary School is a large multicultural primary school situated in Noble Park. The school serviced a culturally rich community of 637 students in 2022, 307 female and 330 male, with over 40 nationalities, of which 71% are from a non-English speaking background and speaking a total of 45 different languages and 1% Aboriginal or Torres Strait Islanders. The schools socio-economic band value is High with a Student Family Occupation [SFO] index of .6424 and a SFOE of .5358. 38% of families receive the Camps, Sports, and Excursions Fund. The school is committed to providing a rich, relevant curriculum that promotes lifelong learning, local and global citizenship and enables students with the attributes necessary to thrive in the 21st century. Digital Technology is a fundamental component of Wallarano's teaching and learning, where state of the art technology and professional learning equip teachers with transformative skills and develops students that are innovative and confident in an ever-changing digital world. The school values – Respect, Learning, Teamwork and Honesty- are embedded into the learning design at Wallarano Primary School. Each value is explicitly taught to all students defining what they mean and what behaviours demonstrate them. Parent satisfaction as reported in the annual Parent Opinion Survey for 2022 was high. The percent of positive responses [agree or strongly agree] from parents who responded to the survey was 87.9% compared to the State average for Primary Schools at 79.9%.

Over the years, the school community has developed special purpose facilities to enhance the teaching and learning program and the options available for children. These include: -Information & Communications Technology, Digital Technologies; Integration/Bridges Tutor Program; Maths/Literacy Assistance; Hall/Gymnasium with stage; Visual Arts room; Performing Arts room; STEM room and a multi-sensory room. The 'Before and After School Care' program is operated on site by OSH Club, a registered care provider. The school has three Principal Class Officers, 52 teachers (37 EFT), one full time child psychologist/Student Well-being Officer; four Administration Staff, 35 Education Support employees [including 2 multi-cultural aides and two ICT Technicians]. The school has a large integration program with 43 funded students and over 100 students with Language Disorder. Inclusion and equity for all students is a major emphasis for children with additional needs - high achievement; low achievement; Living out of Home; Koori; medical conditions and PSD Funded - all having Individual Education Plans to ensure personalised and individual attention is given to all learning needs.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

2022 welcomed students back to school for most of the year but dealt with the negative impact of Covid through staff and student related illness that impacted on attendance. The school continued to provide excellent consistency of Teaching and Learning throughout the year. The Tutor Program continued throughout 2022 and provided excellent support to students who needed assistance to 'catch up' after the Covid lockdowns and also those children that required further extension in their learning. The educational support team continued to take daily small group instruction for students in their level. Teacher Professional Learning Community meetings continued throughout the year as did teacher professional development. Teachers continued to collect data, set SMART goals, and plan for differentiated teaching and learning experiences and completing post assessment. The use of the curriculum roadmaps, reading criteria cards and rubrics from Foundation to Year 8 ensured a guaranteed and viable curriculum for reading and has continued to be taken on enthusiastically by the teachers throughout 2022. This has resulted in the Reading achievements by the school being classified as an 'Influence School'.

Wallarano is travelling well to achieve the school Strategic goals and targets. The leadership team is extremely strong and cohesive with roles well defined and clear. Teaching and Learning is constantly analysed, and improvements put in place when required. Frameworks and Action plans are well coordinated and supported by all. The assessment schedule, PLC and coaching have well defined timelines and processes resulting in student learning catering for all students learning needs. The School Improvement Team continue to build the capacity of themselves, middle leaders, and teachers in the alignment of the strategic direction of the school. From the SSP, to the AIP, to middle leader action plans, through to team level foci and staff PDPs, the school improvement priorities are aligned and integrated.

All students who are in out of home care, Koorie or on the disability program had an individual learning plan to ensure their learning, social and emotional needs were catered for carefully. Wallarano has over 71% of our students from a non-English speaking background and therefore EAL teaching strategies have continued to be embedded into all lessons. All children in the Tutor Learning initiative have Individual Learning Plans.

The number of students who achieved in the top 3 Bands for Literacy and Numeracy are testament to the quality of the education provided to our students throughout the pandemic crisis along with the support students have been provided throughout Term 1 in 2022. We have consistently outperformed Similar schools and have achieved comparatively to the State average.

Students in the NAPLAN Top three bands:

### Reading –

Wallarano Grade 3 - 74.7% compared to Similar Schools 66% [ well above] and the State 76.6% [ slightly below]

Wallarano Grade 5- 70% compared to Similar Schools 58.1% [ well above] and the State 70.2% [ 0.2% below]

### Numeracy

Wallarano Grade 3 - 58.8% compared to Similar Schools 47% [ well above] and the State 64% [ below]

Wallarano Grade 5- 59.1% compared to Similar Schools 40% [ well above] and the State 54.2% [ well above]

## Wellbeing

Survey results demonstrate that the Wallarano vision, values and culture were enhanced throughout 2022, as was the building of our community and the strengthening of our relationship with parents and carers as partners. Empowering students and building school pride were enhanced throughout the last difficult years. Positive responses in all surveys- student, parent and staff have improved on 2021 responses.

Students at Wallarano consistently give positive endorsement for their 'Sense of Connectedness' to school. In 2022 Wallarano ranked at 86.4% - higher than similar schools and the State average. The management of bullying is consistently ranked higher than similar schools and the State average as recorded in the Students Attitude to School Survey. In 2022 the Management of Bullying was 83.5% Similar Schools 75.4% and the State average 75.8%.

The teachers with the support of the Welfare team work to support and identify students with emerging or acute wellbeing needs. The PSD coordinator and psychologist worked closely to support both the teachers and families to work together to engage and develop plans for the students' individual needs. When necessary, the families were referred to Orange Door to be able to have more support and guidance. Care team meetings took place with external allied health and DFFH to discuss and plan for needs of families and their children. All SSG's meetings resulted in many families giving positive feedback on how well their children have gone both academically and personally at school. Data is a positive indicator of success: Respect for diversity from 84% in 2021 to 86% in 2022 (SSP Target 86% by the end of 2025) and the Sense of Inclusion 94%.

The school psychologist has continued targeted counselling for individual students with acute mental health needs. He also worked with small groups delivering support and guidance on a range of issues from bullying, self-worth, building friendships and developing resilience and empathy. A targeted group of students identified as having behavior and social issues were referred and the psychologist and PSD coordinator who ran Play is the Way games to help the students learn to communicate and work as a team. There was a significant positive change in the behavior of the students from the feedback from the year level teachers. Throughout the term the Welfare team engaged with families of at-risk students. We identified the needs of the students establishing our Team around the Learner and making significant adjustments and developing Behavior support Plans for the students. The 2023 focus will be on developing teacher knowledge of the tiers of intervention model. All excursions are subsidized \$50 per child by the school to ensure equity of opportunity for all.

## Engagement

Throughout 2022, Wallarano has experienced great success in student engagement through the implementation of powerful relationships, high quality curriculum delivery, provision of exemplary digital tools for learning, and a caring and focused well-being approach to support students and their family. Leaders ensured that embedded school practices catered for parent/carer/kin diversity, and that the barriers to engagement were reduced or removed through: Student Support Groups (SSGs), Individual Education Plans (IEPs); parent/teacher meetings, use of interpreters, etc.

The data for the 2022 Attitudes to School Survey was extremely pleasing in all areas, where we have outperformed state, network and similar schools. In three areas we have achieved our own high targets and in 2 areas we were 1% below: Differentiated learning challenge from 91% in 2021 to 92% in 2022; Effective teaching time from 89% in 2021 to 90% in 2022; Motivation and interest from 86% in 2021 to 88% in 2022 (SSP Target 90% by the end of 2025); Self-regulation and goal setting from 89% in 2021 to 90% in 2022; Stimulated learning from 86% in 2021 to 88% in 2022. Survey results demonstrate that the Wallarano vision, values and culture were enhanced throughout 2022, as was the building of our community and the strengthening of our relationship with parents and carers as partners. Empowering students and building school pride were enhanced throughout this very difficult year: Positive responses in all surveys- student, parent and staff have improved on 2022 responses.

Student attendance for 2022 was outstanding with overall absence rate data being equal to or better than the State average.

Attendance for all grade levels were over 89%: Foundation 89%; Grade 1- 90%; Grade 2- 90%; Grade 3- 90%; Grade 4- 90%; Grade 5- 91% and Grade 6–91% demonstrating engagement in learning and connectedness to school.

The number of absence days our students had - despite the challenges of Covid throughout the year, were excellent compared to Similar Schools and the State average: Wallarano 19.6 days, Similar Schools 25.2 days and State 23.3 days.

The data above is clear evidence that Wallarano students are engaged in their learning and feel safe and secure in the school environment. Parent satisfaction with the school is extremely high - positive endorsement at 87.9% and student connectedness

to school is at 86.4%.

Wallarano will continue to provide a stimulating and engaging learning environment in 2023 and will further enhance learning through the development of student voice, choice and leadership. Students from Foundation - 6 will be engaging in Integrated / STEM inquiry units where all students will engage in topics of interest and learn how to work collaboratively with their peers to investigate topics and deepen their own learning. Lunch time clubs will be further developed with the students taking the lead by planning and supporting a large variety of clubs. Personal and Social Capability Formative Assessment Rubrics have been developed for 2023 - included in the Wallarano Wellbeing Framework document.

---

---

## Financial performance

Expenditure in 2022 included investment in the future technologies for education continuing to provide : 1:1 iPads for all students Grades Foundation -6; digital learning platforms to support learning, various forms of robotics and exemplary maintenance of present technologies e.g. Interactive Whiteboard projectors. We continued to further resource the digital technology program across the school to support students' critical and creative thinking as well as thinking mathematically and scientifically. A significant budget was allocated to teacher professional development in line with the research knowledge that identifies the most significant factor in a child receiving an excellent education is the quality of the teacher. Equity Funding has been spent on the three FISO priorities for Wallarano in 2022 – STEM, Literacy and Student Agency to ensure disadvantage is addressed for all students: exposing all students F-6 to cutting edge technologies and teaching and learning experiences. In addition, the school continued to allocate funds to subsidise excursions to ensure all children have access to high quality experiences. A major building works project was completed with the opening of the STEM building, a First Aid room; and renovations to the administration area. The STEM building is now providing an exciting place to pursue rich learning tasks in the areas of science, technology, engineering and mathematics and the administration area is far more welcoming and accessible to the community. The Wallarano future plans in 2023, and beyond, include: the installment of shading over the Gumnut Garden and community BBQ area; a steel shade framework for the playground providing much needed shade in the playground, resurfacing of asphalt area and the repainting of the basketball court, volleyball court, four square games and other outdoor games chosen by the students.

For more detailed information regarding our school please visit our website at <http://wallarano-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 637 students were enrolled at this school in 2022, 307 female and 330 male.

71 percent of students had English as an additional language and 1 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: High

### 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  
(2022)

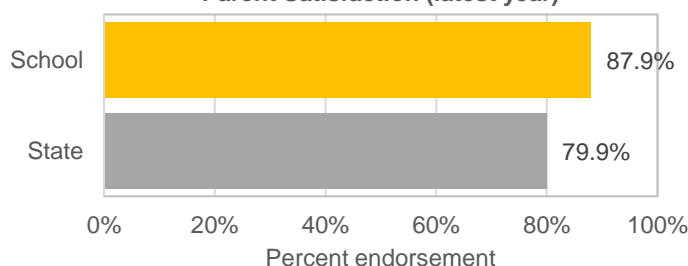
School percent endorsement:

87.9%

State average (primary schools):

79.9%

#### Parent Satisfaction (latest year)



### 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  
(2022)

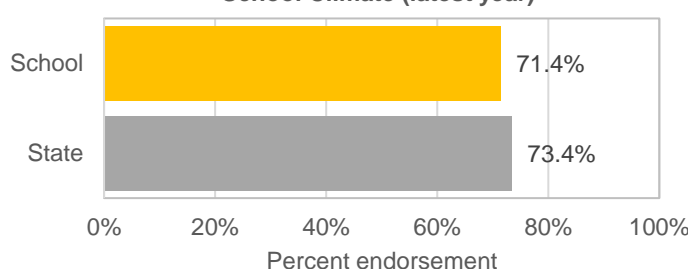
School percent endorsement:

71.4%

State average (primary schools):

73.4%

#### School Climate (latest year)





## 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:

77.9%

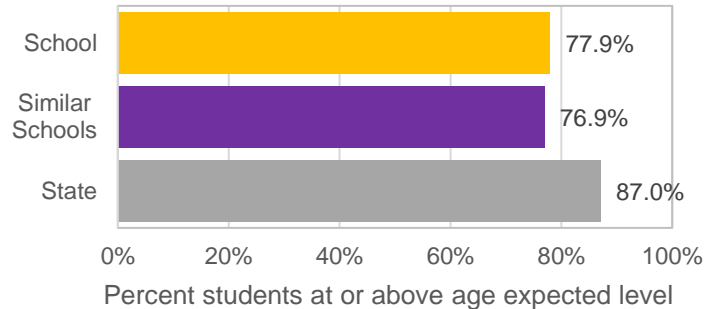
Similar Schools average:

76.9%

State average:

87.0%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

77.9%

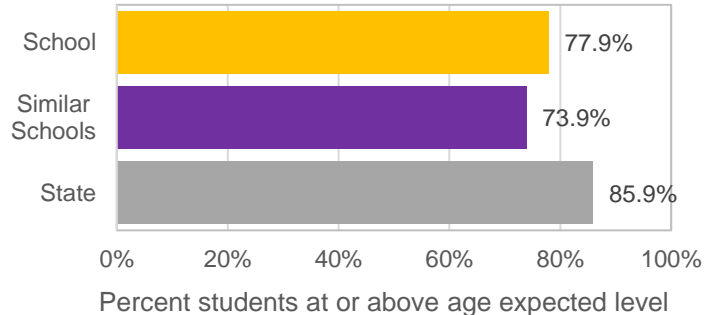
Similar Schools average:

73.9%

State average:

85.9%

#### Mathematics (latest year) Years Prep to 6





## 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.

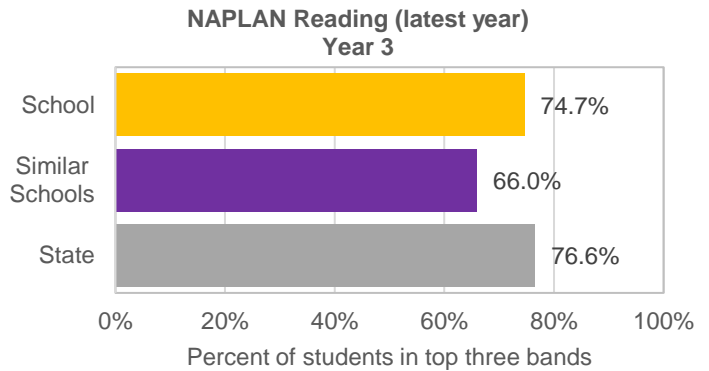
### NAPLAN

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.

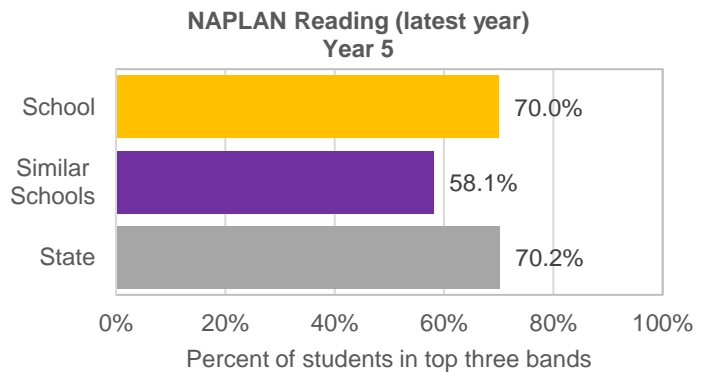
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.7%	68.7%
Similar Schools average:	66.0%	65.8%
State average:	76.6%	76.6%



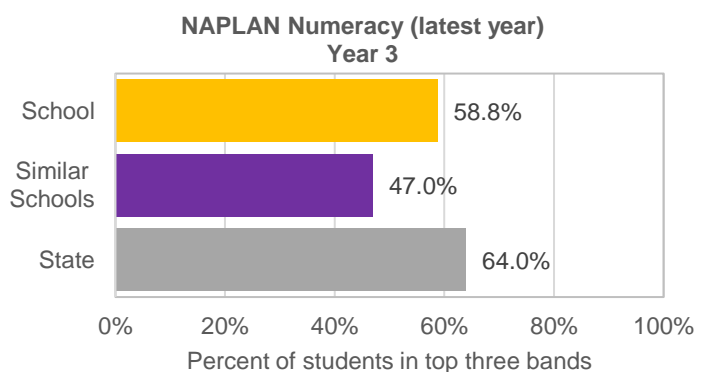
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.0%	66.1%
Similar Schools average:	58.1%	57.2%
State average:	70.2%	69.5%



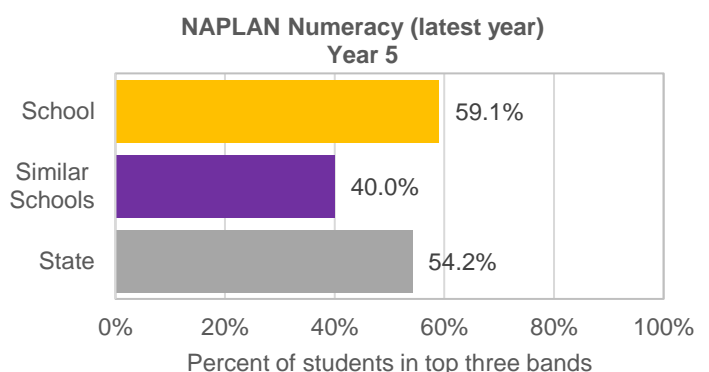
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.8%	56.1%
Similar Schools average:	47.0%	50.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.1%	62.5%
Similar Schools average:	40.0%	45.5%
State average:	54.2%	58.8%



## WELLBEING

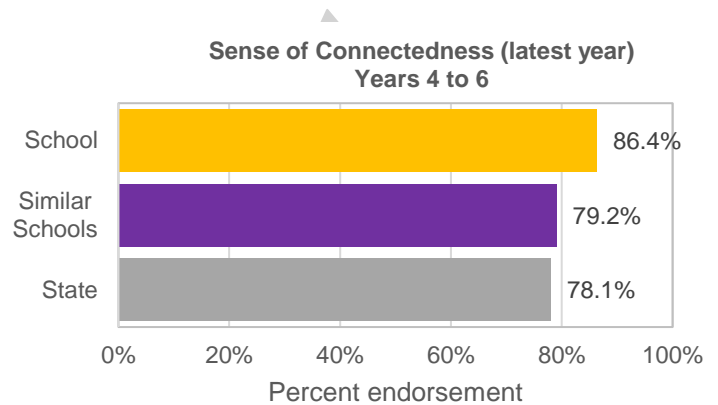
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	86.4%	86.9%
Similar Schools average:	79.2%	81.4%
State average:	78.1%	79.5%

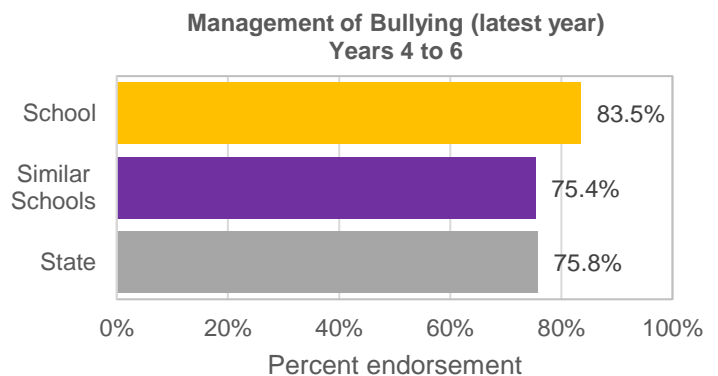


### Student Attitudes to School – Management of Bullying

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:	83.5%	82.1%
Similar Schools average:	75.4%	78.9%
State average:	75.8%	78.3%



## ENGAGEMENT

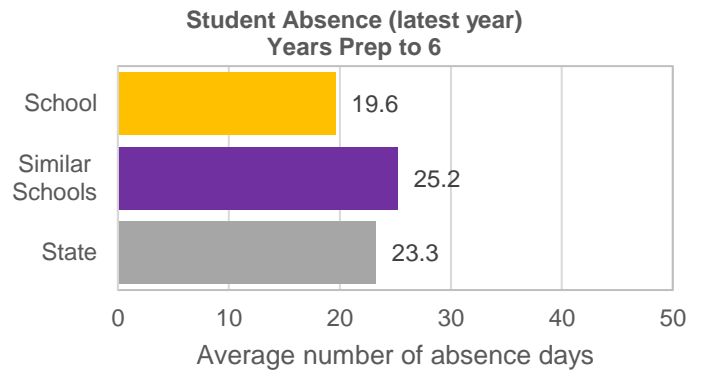
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.6	16.3
Similar Schools average:	25.2	19.8
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):	89%	90%	90%	90%	90%	91%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,651,298
Government Provided DET Grants	\$1,020,266
Government Grants Commonwealth	\$0
Government Grants State	\$3,800
Revenue Other	\$20,699
Locally Raised Funds	\$230,513
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,926,577</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$992,717
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$992,717</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,168,119
Adjustments	\$0
Books & Publications	\$2,878
Camps/Excursions/Activities	\$124,607
Communication Costs	\$1,533
Consumables	\$145,552
Miscellaneous Expense <sup>3</sup>	\$1,186,723
Professional Development	\$21,913
Equipment/Maintenance/Hire	\$167,496
Property Services	\$161,915
Salaries & Allowances <sup>4</sup>	\$191,506
Support Services	\$345,758
Trading & Fundraising	\$64,733
Motor Vehicle Expenses	\$1,186
Travel & Subsistence	\$3,216
Utilities	\$59,570
<b>Total Operating Expenditure</b>	<b>\$9,646,705</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$279,872</b>
<b>Asset Acquisitions</b>	<b>\$99,235</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$359,760
Official Account	\$16,454
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$376,214</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$376,214
Other Recurrent Expenditure	\$67,155
Provision Accounts	\$0
Funds Received in Advance	\$77,865
School Based Programs	\$14,564
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$305,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$100,000
<b>Total Financial Commitments</b>	<b>\$940,798</b>

*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.*