

2017 Annual Report to the School Community



School Name: Wallarano Primary School

School Number: 5055

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





School Context

Wallarano Primary School is a large multicultural primary school situated in Noble Park. The school services a culturally rich community of 676 students with over 40 nationalities, of which 63% are from a non-English speaking background and speaking a total of 45 different languages. 32% of families receive the CSEF. These factors give us a Student Family Occupation (SFO) Index of .6536 and a SFOE of .5441. Enrolments up until the last 2 years have been consistently growing and are now, due to the school zone, steady at 676. 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.

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; Speech Therapy, Integration/Bridges Tutor Program; Maths/Literacy Assistance; Hall/Gymnasium with stage; Visual Arts room; Performing Arts room; a Film & media studio and a multi-sensory room. 'Before and After School Care' program is operated on site by OSHClub, a registered care provider. The school has three Principal Class Officers, 44 teachers (37 EFT), one full time Speech Therapist, one full time child psychologist/Student Well-being Officer; three Administration Staff, 30 Education Support employees [including 2 multi-cultural aides and two ICT Technicians]. Student attendance is at 91% or higher at levels Foundation –Grade 6. The school has a large integration program with 40 funded students and over 100 students with Language Disorder. Inclusion and equity for all students is a major emphasis, with children with additional needs [high achievement, low achievement, Living out of Home, Koori, medical conditions and PSD Funded] having Individual Learning Plans to ensure personalized and individual attention is given to all learning needs.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning

Building Practice Excellence:

STEM [Science Technology, Engineering and Mathematics]: Throughout 2017 the school focus was on the high quality implementation of the STEM initiative. The long term 4 year goal is to have digital technologies embedded into the curriculum design, especially for numeracy and science, to promote critical and creative thinking, enhance and develop problem solving skills and to promote collaborative learning and innovation. The plans for 2017 focussed on highly developing student/ teacher learning and exposure to digital technologies for learning - coding, robotics, laser cutting, 3D printing and virtual reality. The 2018-2019 focus will be to further develop students' ability to use deeper and transferable mathematical and scientific knowledge and thinking when solving problem based activities. Students F-6 will be introduced to the Design Thinking Model (ask, imagine, plan, create, improve, share) to solve challenging problems in their STEM lessons.

Literacy: The goal in Literacy is to improve the literacy skills of all students that will support their wellbeing and strengthen their development in thinking mathematically and scientifically. Throughout 2017 the whole-school focussed on the examination of the school's instructional model and on best practice implementation. High Impact Teaching Strategies were embedded in all lessons to enhance authentic rich learning tasks for all students – learning intentions/success criteria; setting goals; structuring lessons; differentiation; collaborative learning; worked examples [steps required to complete a task or solve a problem]; multiple exposures [provide students with multiple opportunities to encounter, engage with, and elaborate on, new knowledge and skills]; high quality questioning; feedback; and metacognitive strategies [strategies to teach students to think about their own thinking].

Empowering Students and Building School Pride:

To develop Student Agency, including Student Intellectual Engagement and self-awareness and resilience Wallarano students are taught how to be authentic learners who know what their learning goals are and the steps they must take to achieve them. Students and teachers collaborate to create goals for Reading, Writing and Numeracy and these are updated regularly as they are achieved. Learning tasks are differentiated and personalised to ensure students are working at a challenging level that moves them forward in their learning. The school has a major focus on the teaching of social and emotional wellbeing with children engaging weekly in Wilson McCaskill Play is the Way lessons that teach self-regulation, self-awareness and empathy and understanding for others.



Achievement

The academic achievements of Wallarano students in 2017 are indicative of the differentiated and high quality teaching and learning programs embedded throughout the school. The achievement levels, as assessed by teachers against the Victorian Curriculum, are in the State average range in Numeracy and Literacy. NAPLAN results indicate that the Grade 3 and 5 students are achieving comparatively to the State average range in Literacy and Numeracy. The 2018 numeracy focus will be on developing numeracy efficiencies and skills for all children including the learning of tables and number facts to underpin success in problem solving activities that promote transferable thinking.

NAPLAN Learning Gain 3-5 indicates 40% of students achieving high gain growth in Numeracy and 26% in Spelling. The low growth in the areas of Reading, Writing and Grammar and punctuation will be addressed in 2018 through the introduction of the VCOP [Vocabulary, Connectives, Openers and Punctuation] approach to teaching literacy skills.

Engagement

Wallarano has experienced great success in student engagement through the implementation of a number of initiatives such as inquiry learning, student goal setting and building its practices in the use of technology. Every student's educational path, curriculum, instruction, and schedule is personalised to meet her/his learning needs. Student attendance is at an outstanding level with every year level having 91% or higher attendance rate for the year. This is outstanding in comparison to the State average and those of similar schools. This is clear evidence that Wallarano students are engaged in their learning and feel safe and secure in the school environment. Strategies include education and communication with parents, constant monitoring of attendance by assigned leadership staff and classroom teachers and all staff ensuring school is a safe, engaging place for all students.

Wellbeing

Wallarano has achieved outstanding results in this area through giving high priority to the emotional and social development and wellbeing of all students. With student attendance being very high, at a 93% average, and the ACER Social and Emotional Wellbeing Survey 2017 results being well above National benchmarks at all levels, classroom and playground behaviour records being mainly positive and, suspension and expulsion at zero we are surprised that student responses in the Attitudes to School survey in the areas of connectedness and management of bullying are not what we feel and see. Our self-evaluation indicates we need to look at building our students intellectual engagement, self-awareness and resilience. In 2018 a specialist Health program will be introduced to build student emotional intelligence and awareness of personal health - physical and mental. Student playground and classroom behaviour records will continue to be monitored weekly; and the school will further develop a high focus on 21st Century pedagogy for learning concentrating on collaboration and student voice to ensure students feel they are being heard. Having a positive partnership with parents is a high priority and is achieved through information sessions; Parenting Tips published fortnightly in the school newsletter, Parenting Education sessions, Training of Bridges tutors and ongoing English classes offered to NESB groups. Parent satisfaction with the school is extremely high.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 686 students were enrolled at this school in 2017, 310 female and 376 male.</p> <p>63 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34%</td> <td>48%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>31%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>45%</td> <td>38%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>49%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>55%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	48%	17%	Numeracy	30%	31%	40%	Writing	45%	38%	17%	Spelling	26%	49%	26%	Grammar and Punctuation	30%	55%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	34%	48%	17%																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="570 913 1060 1010"> <tr> <td>Prep</td> <td>Yr1</td> <td>Yr2</td> <td>Yr3</td> <td>Yr4</td> <td>Yr5</td> <td>Yr6</td> </tr> <tr> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	93 %	95 %	93 %	94 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	93 %	95 %	93 %	94 %	94 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

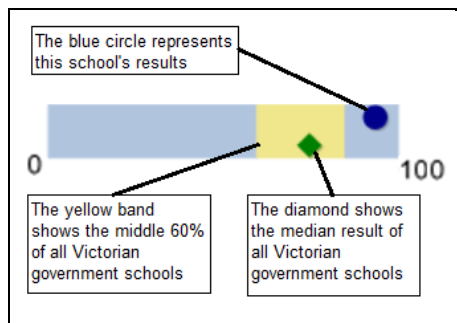
Engagement

- student attendance and engagement at school
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

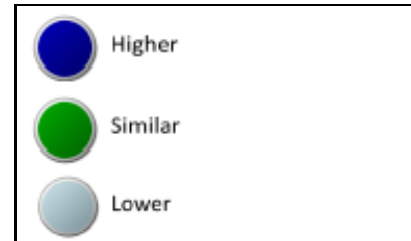


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

Expenditure in 2017 included building modifications of the staffroom; the creation of a 'Multi-Sensory Room', a 'Student Design and Construction Centre' and additional external access to toilet facilities in the hall. 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 2017 – 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 continues to allocate funds to subsidise excursions to ensure all children have access to high quality experiences.

Fundraising funds were considerable in 2017 due to the communities' great efforts in planning a Wallarano School Fete that was enthusiastically attended by the school and the wider community.

In 2017, Wallarano has remained in surplus due to the allocation of significant funds being tagged for future plans in 2018, and beyond, that include: Significant investment in the future technologies for education resulting in: 1:1 iPads for all students Grades 4-6 and pods of 50 iPads for all grades F-3; chrome books and galaxy tablets; zSpace computers, various forms of robotics and exemplary maintenance of present technologies e.g. Interactive Whiteboard projectors. In efforts to receive funding to replace the main 50 year old building, budgets have, in anticipation, been put aside for future planning including the purchase of furnishings and digital equipment. The plans for a STEM centre are currently under consideration.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$5,896,542
Government Provided DET Grants	\$1,434,363
Government Grants Commonwealth	\$3,356
Revenue Other	\$30,251
Locally Raised Funds	\$245,704
Total Operating Revenue	\$7,610,217

Equity¹

Equity (Social Disadvantage)	\$805,239
Equity Total	\$805,239

Expenditure

Student Resource Package ²	\$5,841,803
Books & Publications	\$5,358
Communication Costs	\$13,086
Consumables	\$121,955
Miscellaneous Expense ³	\$301,276
Professional Development	\$65,244
Property and Equipment Services	\$350,772
Salaries & Allowances ⁴	\$216,943
Trading & Fundraising	\$51,745

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$1,490,252
Official Account	\$60,087
Total Funds Available	\$1,550,339

Financial Commitments

Operating Reserve	\$188,018
Asset/Equipment Replacement < 12 months	\$342,000
Capital - Buildings/Grounds incl SMS<12 months	\$60,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$105,614
Revenue Received in Advance	\$64,242
School Based Programs	\$2,865
Provision Accounts	\$10,000
Other recurrent expenditure	\$23,000



Travel & Subsistence	\$6,867	Asset/Equipment Replacement > 12 months	\$284,600
Utilities	\$53,129	Capital - Buildings/Grounds incl SMS>12 months	\$300,000
		Maintenance -Buildings/Grounds incl SMS>12 months	\$170,000
		Total Financial Commitments	\$1,550,339

Total Operating Expenditure	\$7,028,179
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Net Operating Surplus/-Deficit	\$582,038
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Asset Acquisitions	\$187,218
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- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.

