

2016 Annual Report to the School Community



School Name: Wallarano Primary School

School Number: 5055



Name of School Principal:

Mrs Gail Doney

Name of School Council President:

Mrs Lee-Anne Theodorou

Date of Endorsement:

27/03/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Wallarano Primary School is a large multicultural primary school situated in Noble Park. The school services a culturally rich community of 687 students with over 40 nationalities represented. 50% are from a non-English speaking background and speak a total of 45 different languages. Over the years, the school community has developed special purpose facilities and programs to enhance teaching and learning and the options available for children. These include Information and Communications Technology; Speech Therapy; Integration Program; Bridges one to one Literacy support; Maths and Literacy intervention and assistance; a hall / gym with stage; meeting and interview room; performing arts room; sports equipment; work shed (carpentry); community room; a film studio (Green Room) for virtual reality, audio visual and multimedia; and a Multi-Sensory room. The school's specialist programs include Performing Arts; Visual Arts and Cultural Awareness; Physical Education; Languages (Italian); and Digital Technologies / ICT.

Technology is used to enrich learning with resources including a filming room; interactive whiteboards; computer lab; virtual reality equipment; 3D printer; laser cutter; and coding clubs and classes. A one-to-one iPad program operates in Years 5 and 6. Year 4 students enjoy laptops plus a pod of 40 iPads for the cohort. Grades Foundation to Year 3 has access to banks of PCs and each cohort shares a pod of 40 iPads. Students in years Foundation to 2 have banks of touch screen computers in their classrooms.

Wallarano teaches through the 21st Century Learning Design pedagogy and places strong emphasis on students' ability to develop their own knowledge construction, to work collaboratively, to self-regulate, to communicate skillfully, to use ICT for Learning and be innovative and real world problem solvers. Teaching students to think mathematically and scientifically, to develop high literacy achievement and to strengthen student engagement and wellbeing are priorities. Student attendance is at or above 93% across all levels, Foundation to Grade 6. The school has a large integration program, currently catering for 38 funded students, with inclusion being a major emphasis. All integration aides are trained Literacy Bridges Tutors, Numeracy Tutors and Speech Pathology Assistants.

All school programs and interactions are underpinned by the school values of teamwork, honesty, respect and learning; as well as our school vision: teach, inspire, transform and nurture. The Wilson McCaskill Play is the Way program is followed across the school to support students' social and emotional wellbeing.

The links between home and school have been further strengthened by the implementation of the Sentral Online Management System, where parents can access their children's ongoing work samples with teacher comments and feedback, as well as half yearly reports.

The school grounds have been greatly enhanced with new playground equipment, the Billabong sandpit, landscaping and gardens. All classrooms are air-conditioned. A Before and After School Care program is operated on site by OSHClub, a registered care provider. Wallarano Primary School provides free classes for non-English speaking parents twice a week. This group meets every Monday and Thursday morning where they learn to speak, read and write English in a real life and purposeful format.

The school has an FTE of 66.28, including 3 Principal Class, 48 teachers and 34 Education Support staff (including 21 Integration Aides; 2 multi-cultural aides; 1 Welfare Officer; 1 Speech Therapist; 3 Office Staff; 3 ICT Technicians/support; 1 First Aid Officer and 1 Grounds Maintenance person).

Framework for Improving Student Outcomes (FISO)

In 2016, the FISO priorities focused on were Excellence in Teaching and Learning (improvement initiative : Building practice excellence) and Positive Climate for Learning (improvement initiative : Empowering students and building school pride).

Building practice excellence Key Improvement Strategies (KIS) included :

- * strengthening teacher knowledge and confidence in Numeracy and Science by fostering high quality teaching at all year levels by

- retaining a strong focus on building staff capacity

- * building consistency and quality teaching practice across the school to lower instances of in-school variation in teacher quality and

- student performance in Numeracy and Science

- * building teacher 21st Century pedagogical knowledge and develop clear, relevant learning outcomes for teachers

Strong progress has been made towards achieving this initiative, with the implementation of the Getting Ready in Numeracy (GRIN) program across the school for selected students and participation in the DET Primary Maths and Science Specialists initiative. Professional learning, particularly in the second semester, focused on improving teacher understanding of mathematical concepts as well as student misconceptions in Maths. Level and across level Maths moderation sessions were also conducted.

Solid growth has also been evident through the engagement of Expanding Learning Horizons consultants to work with the teachers to embed student self-regulation, innovation and real world problem solving into the teachers' planning,



implementation and assessment. As well, student voice and student feedback have been a focus through work with Mr Gary North, Mindset presenter from the South Australian Education Department.

Empowering students and building school pride Key Improvement Strategies (KIS) included :

- * the adoption of protocols promoting students to become critical and creative thinkers and motivated, self-directed learners
 - * building teacher pedagogical knowledge and developing clear, relevant learning outcomes for teachers
 - * 21st Century Learning: Student Regulation, Innovation and Real World Problem Solving
 - * Student feedback to teachers on lesson focus and delivery to develop teacher knowledge and practices
 - * Better connecting parents with their children’s learning
 - * Developing staff understanding of the inter-relationship between social, emotional and academic learning
- Better connections have been made between parents and their children’s learning, which has been evident through the implementation of the new and improved school website, and the use of Sentral Online Management system to keep parents better informed of their children’s school activities, lessons and progress.

Achievement

Wallarano’s academic achievements are indicative of the differentiated, high quality teaching and learning program provided by the staff.

The achievement levels at Wallarano, as assessed by teachers against the Australian Curriculum, are equal to the Victorian Government schools’ averages in English, and marginally below in Mathematics. Wallarano is achieving higher than schools with similar student intake in both English and Maths.

NAPLAN results in 2016 for Year 3 students show results in both Reading and Numeracy to be ahead of the state average, and significantly higher than similar schools. Year 5 results show Wallarano students are similar to state in both Reading and Numeracy, similar to like schools in Reading and higher than like schools in Numeracy.

Given the high percentage of students with English as an additional language who attend Wallarano, the results above are testament to the fact that as a staff, we have worked diligently to develop a culture of collaboration and collective responsibility to develop effective and consistent teaching practices, and to improve student outcomes. As well, two documents have been formulated and used school wide to support teacher planning and student learning in Literacy : the Developmental Stages of Reading and the Developmental Stages of Writing. Within these documents there was the redesigning of a comprehensive Wallarano Reading program that incorporated the best practices from the 7 High Reliability Teaching Strategies, the Daily 5 and CAFE using the Early year’s structure.

In Numeracy, the major focus was on beliefs and understandings of the Early Years Maths approach and differentiated and personalised numeracy teaching, problem solving and verbalising thinking. The teaching approaches of shared, guided and modelled maths were also emphasized.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Wallarano has maintained its outstanding level of student attendance, averaging 93% or higher across all year levels. This compares very favorably to both state and like school results. Non-attendance is addressed through careful monitoring of attendance by classroom teachers, with support from the Office Staff and Assistant Principal where necessary; education of parents and families that it is not acceptable to keep children home for trivial reasons; and communication with parents via telephone and / or letter for unexplained student absences.

This attendance rate is clear evidence that Wallarano students are engaged in their learning and feel safe and secure at school. A focus has been on strengthening students’ independent and personal learning skills and a personalised learning program for each student. The teaching and learning program is constantly reviewed to ensure the inclusion of engaging activities and learning opportunities for all students. Approaches such as Flipped Learning, Inquiry and Genius Hour are supported through the use of technology. Several cohorts have investigated Growth Mindset, including the younger students talking in the language of ‘I am the boss of my learning’ and the older students earning trust licenses to indicate that they are responsible for their learning and do the right thing even when no-one is looking. Student voice and student feedback is becoming more common across the school, with teachers actively seeking feedback on their practice from students. Wallarano has also included student representatives on teacher selection panels and the children showed amazing insight into what they expect from their teachers. Engagement was also heightened in 2016 with the addition of a 3D printer, a laser cutter and virtual reality equipment to the ICT program and the priority placed on interesting and exciting Science lessons has also captured student interest.



Wellbeing

The Attitudes to School Survey conducted annually with the students in Years 5 and 6 shows both the students' connectedness to school and the students' perceptions of safety at Wallarano to be comparable with that of state wide and like schools in 2016.

The implementation of social and emotional learning is evident throughout our school. Students are supported to develop the skills of self-awareness; self-control; self-motivation; awareness of others (empathy); and handling relationships. The school's full time psychologist / welfare officer identifies areas of need and plans and implements programs through two 25 minute sessions per class each week with our Year 2 to 6 students, with Wilson McCaskill's Play is the Way being the approach used. Each level has included social and emotional wellbeing goals in their team AIPs, with these goals being derived from areas of need being identified through the ACER Social and Emotional Wellbeing Survey, which is administered annually to our Year 2 to 6 students. The results of this survey demonstrate Wallarano students are significantly above national benchmarks in social and emotional wellbeing. Teachers are supported to connect the importance and impact of the social an emotional wellbeing of students to their learning outcomes and work with children to strengthen their social and emotional learning skills.

For more detailed information regarding our school please visit our website at
wallarano-ps.vic.edu.au



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 685 students were enrolled at this school in 2016, 306 female and 379 male. There were 60% of EAL (English as an Additional Language) students and 2% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> Higher</p> <p> Higher</p> <p> Higher</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> Higher</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>43%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>47%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>46%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>39%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>50%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	43%	18%	Numeracy	17%	47%	36%	Writing	39%	46%	15%	Spelling	33%	39%	28%	Grammar and Punctuation	29%	50%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	94 %	93 %	94 %	94 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	94 %	93 %	94 %	94 %	94 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

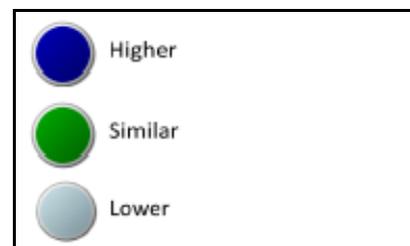
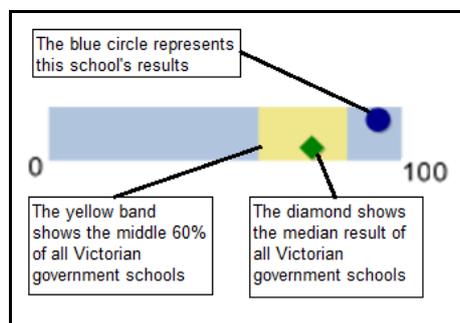
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

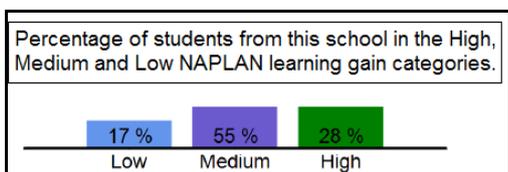
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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 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* 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:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$5,582,636
Government Provided DET Grants	\$1,634,428
Government Grants Commonwealth	\$7,673
Revenue Other	\$23,227
Locally Raised Funds	\$259,958
Total Operating Revenue	\$7,507,921

Expenditure	
Student Resource Package	\$5,524,352
Books & Publications	\$4,045
Communication Costs	\$15,153
Consumables	\$114,768
Miscellaneous Expense	\$303,709
Professional Development	\$59,741
Property and Equipment Services	\$296,753
Salaries & Allowances	\$222,300
Trading & Fundraising	\$48,063
Travel & Subsistence	\$8,380
Utilities	\$51,351

Total Operating Expenditure **\$6,648,615**

Net Operating Surplus/-Deficit **\$859,306**

Asset Acquisitions **\$148,459**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$1,329,650
Official Account	\$48,739
Total Funds Available	\$1,378,389

Financial Commitments	
Operating Reserve	\$178,775
Asset/Equipment Replacement < 12 months	\$90,800
Capital - Buildings/Grounds incl SMS<12 months	\$85,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$67,000
Revenue Received in Advance	\$48,232
School Based Programs	\$1,583
Other recurrent expenditure	\$62,000
Asset/Equipment Replacement > 12 months	\$120,000
Capital - Buildings/Grounds incl SMS>12 months	\$500,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$225,000
Total Financial Commitments	\$1,378,389

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

**Financial performance and position commentary**

In 2016, we have remained in surplus due to the allocation of significant funds being tagged for future plans, including building works, Digital Technologies resources and staff professional development.

Throughout 2016, funds were expended on classroom furniture; air conditioning in the BER buildings; refurbishment of the portables and original building to support our open classroom environment initiative; as well as the purchase of a laser cutter to support the digital technologies program.

In early 2017 and beyond, building modifications for staffroom renovations; the Multi-Sensory room and additional external access to toilet facilities in the hall will be completed. We will continue to further resource the technology program across the school to support students' critical and creative thinking as well as thinking mathematically and scientifically.