

2020 Annual Report to The School Community



School Name: Wallaroo Primary School (5202)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2020 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 17 March 2021 at 10:55 AM by Jenny Brennan (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Wallaroo Primary School resides within the Wallaroo Estate in Hastings, along the Western Port side of the Mornington Peninsula. Our school currently has an enrolment of 96 students. We aim to provide an engaging and caring atmosphere where children gain a sense of responsibility while actively participating in their learning. Over 86% of our school families are entitled to CSEF funds and our 2021 Student Family Occupation Index is 0.83. Staffing consists of a principal, assistant principal, five teachers, chaplain, wellbeing coordinator, education support staff, and business manager. Current class sizes average 22 students. Wallaroo Primary School's instruction of English, Mathematics and Science sits alongside our specialist subjects including Visual Arts, Media Arts, and Physical Education. We focus on delivering a holistic approach to education to ensure our diverse range of learners reach their full potential by tailoring teaching and learning to meet their academic and wellbeing needs. Our staff prepare students for lifelong learning where creativity, risk taking, resilience, problem solving and connectedness to the broader world are key features. We implement the School Wide Positive Behaviour Support framework, known as Positive Behaviours for Learning (PBL) at Wallaroo, and Berry Street Education Model (BSEM). Through the explicit teaching of our Student Behaviour Matrix and our School Values, 'Be Safe', 'Be Respectful' and 'Be Your Best', we create a strong stimulating learning environment. Employing PBL and BSEM supports all students to be 'Ready to Learn' and maximises learning opportunities. The teachers and staff of Wallaroo Primary School are committed to the academic success and wellbeing of our students.

Framework for Improving Student Outcomes (FISO)

The 2020 school year was like no other. Wallaroo Primary School delivered on our KIS to build practice excellence through the development of a deeper understanding of the Victorian Curriculum with an emphasis on literacy and numeracy by incorporating key changes due to the impact of COVID-19. Focus was placed on developing and sharing best practice whilst teaching and learning remotely. Upon returning to face to face teaching and learning, we continued to place emphasis on best practice and positive transitions for all students and the majority of our students transitioned back to the classroom successfully.

The restrictions due to COVID-19 had impacted the monitoring of our KIS to develop and embed a framework to build consistent approaches and management for student wellbeing and behaviour. To ensure we provided a consistent approach to wellbeing during remote learning, that was similar to what we would provide during face to face learning, the following measures were put in place and monitored throughout remote learning:

- Staff created, followed and supported students to abide by the Learning From Home Matrix as part of our Positive Behaviours for Learning framework,
- Staff used positive and consistent language,
- Virtual values tickets were allocated to students who displayed expectations related to our school values,
- Student learning was celebrated through our school newsletter and shared via SENTRAL,
- Wellbeing modification trackers was sent to Wellbeing Coordinator and Leadership each week,
- Daily calls from Wellbeing Coordinator and Chaplain to support families.

Upon returning to face to face teaching and learning:

- Students reviewed wellbeing expectations by unpacking values and behaviour continuum,
- Students became proactive to use strategies to regulate their behaviour,
- Support strategies were put in place to build and maintain student learning stamina.

Achievement

In 2020 the school continued work on the consistent delivery of our reading pedagogical model. Staff and students transitioned between a new online platform and face to face instruction with an overall objective to increase the percentage of students (F-6) performing at or above the expected Victorian Curriculum levels in reading. Individual student performance varied considerably, however Semester 2 results placed 87% of our Year 1 student cohort at or

above expected level in Reading and Viewing. Any student performing below standard was placed on an Individual Learning Plan and extra support was given and monitored through goal setting and use of strategies to enhance learning. Reading conferences were held with students at least once a week where individual goals were developed and/or reviewed. Reading assessments were also conducted several times a term, both via Google Meets sessions and face to face. Any student performing above the expected norm was also placed on an Individual Learning Plan and these goals were monitored by the classroom teachers and leadership.

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Upon returning to face to face learning, staff focused on individual student point of need, identified gaps in students' learning and put strategies in place to support development, by utilising 1:1 reading sessions, 1:1 conferencing, clinic groups, goal development, individual learning plans, revised all curriculum areas to support learning growth literacy and numeracy by integrating all other areas of the curriculum to support multiple exposures of concepts, education support staff members provided targeted activities guided by teachers' planning and individual student's area of need.

Students supported through the Program for Students with a Disability (PSD) all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Plans.

Regular student support group meetings were held with families and supporting allied health agencies of any student who was part of PSD. As part of these meetings, individual learning goals were developed, discussed and monitored accordingly. Extra support was given to PSD students through 1:1 Google Meets sessions with a designated education support staff member and/or teacher.

Engagement

Throughout the 2020 school year, we continued to support student attendance challenges. We sent SMS messages to parents, requesting them to notify the school of any absences, promoted attendance through our newsletter and daily check ins via Seesaw. Classroom teachers monitored student attendance and shared attendance and engagement concerns via trackers with leadership and wellbeing staff.

Wellbeing staff made phone calls after extended periods of absences and held virtual attendance meetings with families of chronic absentee students. Some families found the transition to remote learning difficult and were further challenged by technology difficulties. A learning device or a hard copy learning pack was provided to every student who required it.

Despite our best efforts, student absences across the school increased, with an overall absent rate of 27.7 in 2020, an increase from 20.1 in 2019. Unapproved absences increased to 20.5 from 10.2 in 2019.

Our parent responses within the 2020 parent opinion survey indicated 94% believed the school set high expectations for student success and 88% felt their child was given extra help and motivated to learn. However, only 63% of parents believed remote and flexible learning made their child more engaged with or interested in their schoolwork.

Wellbeing

Our focus for the 2020 school year was to further embed the whole school understanding and use of the School Wide Positive Behaviour Support framework, known as Positive Behaviours for Learning (PBL) at Wallaroo. Key emphasis was placed on staff modelling the appropriate behaviours and explicitly teaching expectations related to our values throughout the school year.

- Staff created, followed and supported students to abide by the Learning From Home Matrix as part of our Positive Behaviours for Learning framework,
- Staff used positive and consistent language,
- Virtual values tickets were allocated to students who displayed expectations related to our school values,
- Student learning was celebrated through our school newsletter and shared via SENTRAL,
- Monitoring of attendance and wellbeing through the tracker,
- Wellbeing modification trackers was sent to Wellbeing Coordinator and Leadership each week,
- Daily calls from Wellbeing Coordinator and Chaplain to support families.

Evidence demonstrated a decrease in reliance from Leadership to solve behavioural issues, decrease in suspensions

and incidences reported on SENTRAL, increase of students modelling and using appropriate language and increase of students articulating and demonstrating the expectations associated with our school values.

Financial performance and position

Wallaroo Primary School maintained a secure financial position throughout 2020. The 2017-2021 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus. This surplus occurred through generous philanthropic grants and donations to camps, excursions, and targeted teaching and wellbeing areas in 2020.

Equity funding was used to increase the number of education support staff employed to support student learning. Equity funding was also used to support the whole school delivery of a variety of wellbeing initiatives including the School Wide Positive Behaviour Support framework, Berry Street Education Model, Speech Therapy and Occupational Therapy to improve social and emotional development and academic outcomes of our student population. An amount of equity funding was not spent due to COVID-19 restrictions, but was tagged in the 2021 budget.

Within the Financial Commitments Summary the school has allocated funds towards maintenance, including roof works, improvements to student outdoor learning areas, internal painting of classrooms and grounds maintenance.

For more detailed information regarding our school please visit our website at
<http://www.wallaroops.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.

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 87 students were enrolled at this school in 2020, 48 female and 39 male.

5 percent of students had English as an additional language and 7 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) which takes into account parents' occupations and education.

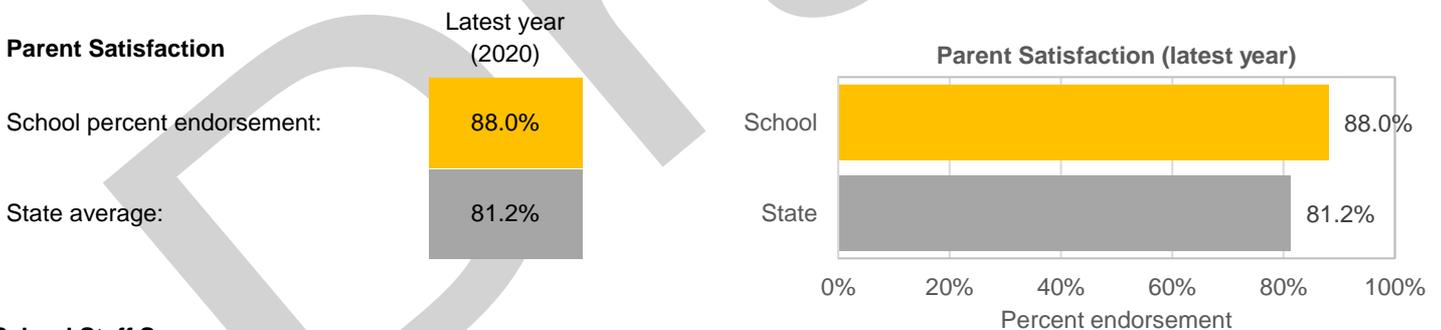
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

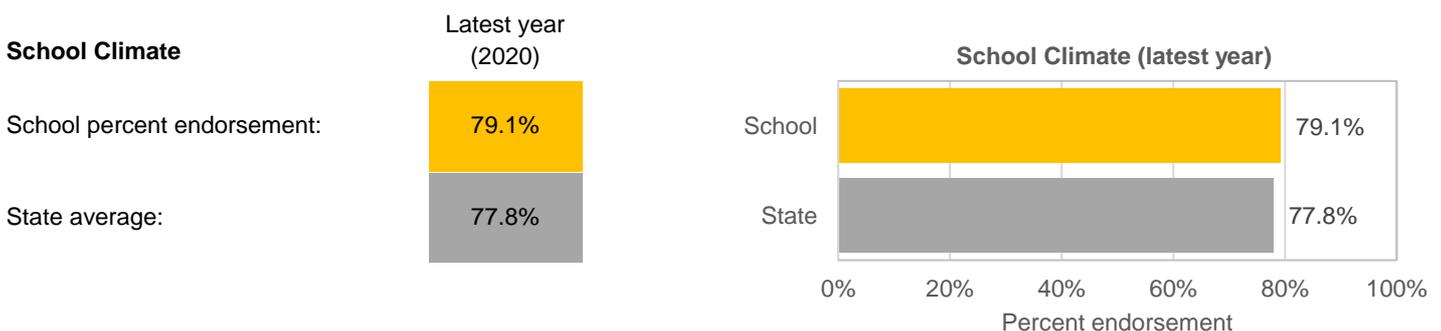


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

66.5%

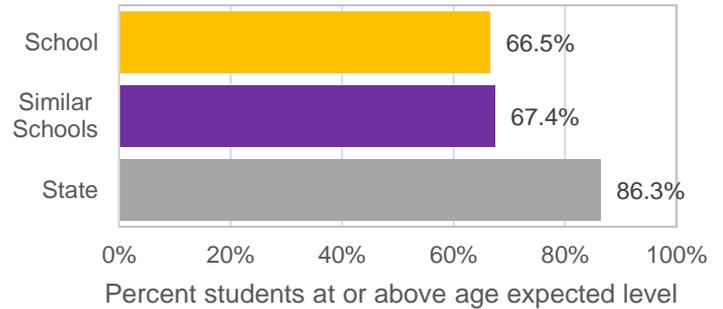
Similar Schools average:

67.4%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

62.2%

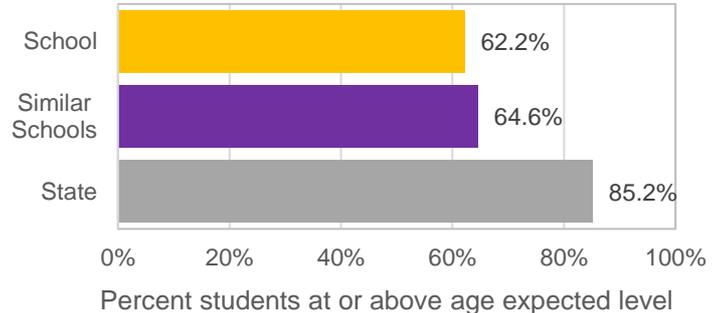
Similar Schools average:

64.6%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

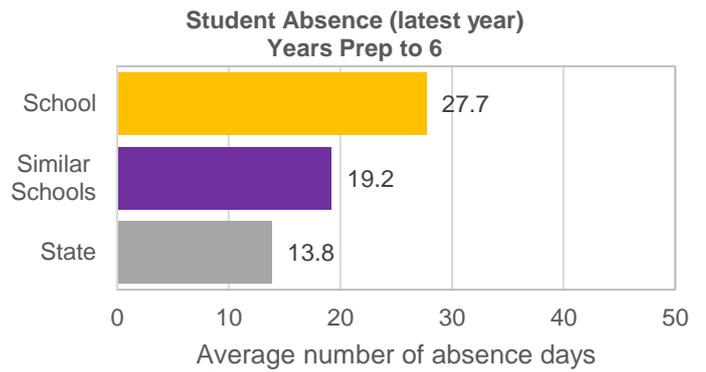
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	27.7	23.6
Similar Schools average:	19.2	19.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	85%	85%	87%	89%	85%	85%	85%

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.

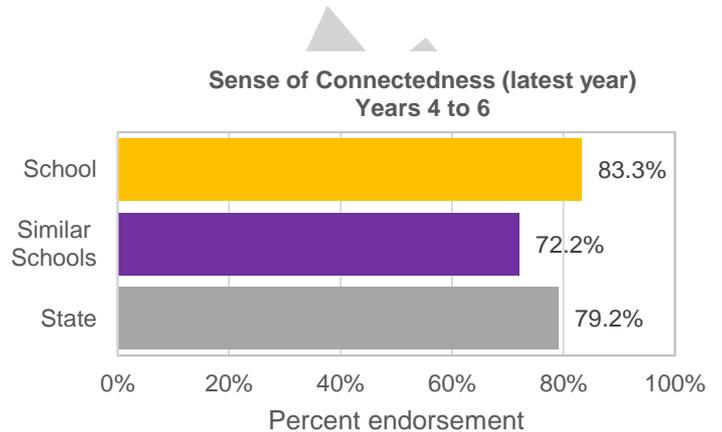
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	83.3%	82.9%
Similar Schools average:	72.2%	79.4%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

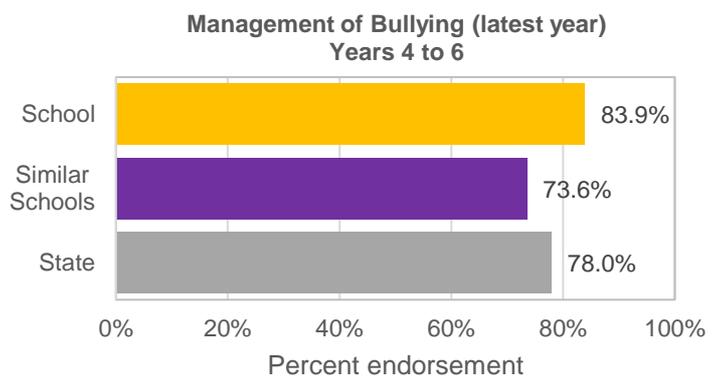
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	83.9%	81.7%
Similar Schools average:	73.6%	79.8%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,366,134
Government Provided DET Grants	\$312,599
Government Grants Commonwealth	\$5,865
Government Grants State	NDA
Revenue Other	\$21,145
Locally Raised Funds	\$142,642
Capital Grants	NDA
Total Operating Revenue	\$1,848,385

Equity ¹	Actual
Equity (Social Disadvantage)	\$308,745
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$308,745

Expenditure	Actual
Student Resource Package ²	\$1,378,341
Adjustments	NDA
Books & Publications	\$9,964
Camps/Excursions/Activities	\$6,853
Communication Costs	\$3,781
Consumables	\$31,761
Miscellaneous Expense ³	\$5,606
Professional Development	\$2,531
Equipment/Maintenance/Hire	\$49,847
Property Services	\$93,752
Salaries & Allowances ⁴	\$10,411
Support Services	\$51,629
Trading & Fundraising	\$9,084
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$15,406
Total Operating Expenditure	\$1,668,966
Net Operating Surplus/-Deficit	\$179,419
Asset Acquisitions	\$67,999

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$303,032
Official Account	\$10,891
Other Accounts	NDA
Total Funds Available	\$313,923

Financial Commitments	Actual
Operating Reserve	\$33,950
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$143,541
School Based Programs	\$34,467
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$12,207
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$113,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$337,165

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.