

# 2017 Annual Report to the School Community



School Name: Wantirna South Primary School

School Number: 4582



- 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 Regulation 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 2017 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 26 April 2018 at 02:04 PM by Kerri Emonson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 26 April 2018 at 04:02 PM by Bridget Smith (School Council President)



## About Our School

### School Context

Wantirna South Primary School prides itself on being a “community school”, supporting the development of compassionate citizens who actively seek to ‘Learn for Life’. Wantirna South Primary School has grown over seventy years from a small country school, at the heart of the City of Knox in the eastern suburbs of Melbourne, to a progressive school currently holding enrolments of 285 students.

We offer a comprehensive and varied curriculum supporting students’ individual success, through best practice approaches from an enthusiastic and passionate staff equivalent to 21.1 full time staff: 2 principal class, 17 teachers and 5 Educational Support Staff. A school built on RICHeR values (**R**espect, **I**nclusion, **C**are, **H**onesty and **R**esponsibility) we offer inclusive, stimulating and safe learning environments to optimise the development of the ‘whole child’ to reach their full potential.

Growth and improvement across the community is a priority, therefore resourcefulness and transparent financial management allows for current educational tools to be available and staff to keep abreast of best practice approaches to enhance growth. The school community, as a whole, is dedicated to the continued progress and success of the school and students; this is celebrated through our website and can be viewed at <http://wantirnasouthps.vic.edu.au/>

Evolving from our history of a small group of passionate voices, our FISO initiative of Student Voice and Agency engages students with the community advocating ideas and thoughts, to ensure that great things continue to be achieved through implementing change and progress. Student Agency encompasses improvement across the whole school with students having voice to identify initiatives in the classroom, curriculum, reporting to the community and a variety of daily aspects. The FISO initiative compliments the ‘Open communication’ policy that is a priority for the Wantirna South community, as a firm belief is that continued success will be optimised when parents, children and staff work collaboratively together.

A history of strong relationships and communication is echoed throughout our community to ensure our students transition in life as inclusive members ready to embrace the 21<sup>st</sup> century.

### Framework for Improving Student Outcomes (FISO)

Through its Strategic Plan and Annual Implementation Plan, the school has focused on two improvement priorities. The first is Excellence in teaching and learning where the improvement initiative is to improve curriculum planning and assessment. The key improvement strategies have been to create whole school Scope and Sequence documents for curriculum areas to provide direction with planning of teaching and learning. Further, is building teacher capacity to utilize data and a range of assessments to inform teaching and learning. Through engaging the Bastow Leading Curriculum and Assessment course and regular PLT meetings, Wantirna South staff have collectively completed a comprehensive writing document.

The second improvement priority is empowering students and building school pride to enhance positive attitudes to school. Affiliation with the Knox FISO Student Voice network has provided the expansion of opportunities for students to take agency and have a voice in their learning and school environment with staff support. This improvement priority remains a focus forward for the community of Wantirna South Primary School.

Successful integration of both FISO initiatives, seeing greater active participation of student voice through aspects of the community and in the learning environment is the enabler to see improved outcomes for all students in 2018.

### Achievement

Consistent with high expectations for individual student success the school continues to deliver best practice approaches to achieve outcomes at a level similar to and above State median. Teacher judgements, we are at the same level of achievement for statistically similar schools. Our NAPLAN results are consistently above the State median and again at the same level to similar schools on a 4-year average. Writing has been an area of focus, results from NAPLAN and Teacher judgements inform of excellent results demonstrating the success achieved through Professional Learning Teams (PLT’s) developing a comprehensive Writing Scope and Sequence document.

Wantirna South Primary School provides a comprehensive curriculum based on the Victorian Curriculum. Specialist programs engaged by students include Visual Arts, Performing Arts, Physical Education and Indonesian language and culture. Extracurricular activities including wellbeing and sustainability initiatives supports a well-rounded education of the whole child.

Wantirna South Primary School ensures all students have the opportunity to show progress and achieve, ingenuity ensures support staff for students at key learning times on the Program for Students with Disabilities and to follow up on individual learning goals.

### Engagement



Student Engagement is recognized as the platform for learning. Grade Level Teams plan together on a weekly basis, ensuring continuity of curriculum across the grades and a strategic focus on teaching and learning. Our teachers actively source and utilize a range of strategies, programs and best practice initiatives to build engagement in students including:

- Differentiation in lesson development to challenge students at their point of need.
- A strong 'Specialist Program' that gives children a range of experiences across the curriculum.
- Literacy/Mathematics Support programs
- Comprehensive use of ICT including notebook and tablet devices.
- Regular Excursions & Incursions
- Extra-curricular experiences such as links with Deakin University Science program, links with Monash University Science, sustainable resourcefulness and links with Swinburne University, Cooking in The Buzz to mention a few
- Interschool Sport competition
- Camping Program
- An exemplary Instrumental Music Program
- Annual 'Showcase Concert'
- Biennial whole school Production
- Comprehensive Student Leadership Program and Junior School Council
- Lunchtime Dance
- Intergenerational programs including year 6 visits to Arcare, year 2 reading with Wantirna Village, and visits to Tyner Road Childcare Centre.

## Wellbeing

The school sees education as a partnership between children, staff, parents and the broader community. The school recognizes its role as a social agency advocating to support student and parent needs. Our school actively seeks professionals to ensure individual emotional and social needs are supported.

Wantirna South Primary school has a student absence that is slightly higher than the median of all Victorian Government Schools in 2017 and is similar over the four year average. Our approach to safety, wellbeing and engagement ensures support is available to meet attendance requirements. Approaches include an intergenerational program, extensive student leadership opportunities, a comprehensive wellbeing program and Individual Learning Plans; all resulting in a safe and supportive environment.

Our 'School Values' underpin the school wide positive behaviour and wellbeing program as each member of the community is aware of the agreed behaviours and expectations. Classes develop an agreement based around the values ensuring all members work within the expectations to optimise learning.

We are proud of the transition programs offered enhancing students to move to their next phase of education. Students engage in transition afternoons between levels, transition opportunities for year 7 also preparing students for Foundations with transitions afternoons in the year prior to commencing, and home visits during the holidays, all having very rewarding results.

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><b>Enrolment Profile</b></p> <p>A total of 265 students were enrolled at this school in 2017, 131 female and 134 male.</p> <p>8 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>  |  |
| <p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>   |  |
| <p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p> | <p> Lower</p> <p> Lower</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><b>NAPLAN Year 3</b></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> Lower</p> <p> Similar</p> <p> Similar</p> |
| <p><b>NAPLAN Year 5</b></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> Lower</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><b>NAPLAN Learning Gain<br/>Year 3 - Year 5</b></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"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>71%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>54%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>54%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>25%</td> <td>54%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>67%</td> <td>13%</td> </tr> </tbody> </table> | Domain            | Low  | Medium | High | Reading | 17% | 71% | 13% | Numeracy | 13% | 54% | 33% | Writing | 21% | 54% | 25% | Spelling | 21% | 25% | 54% | Grammar and Punctuation | 21% | 67% | 13% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain   | Low  | Medium            | High |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Reading  | 17%  | 71%               | 13%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Numeracy   | 13%  | 54%               | 33%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Writing  | 21%  | 54%               | 25%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Spelling   | 21%  | 25%               | 54%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Grammar and Punctuation  | 21%  | 67%               | 13%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |



## 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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b><br/>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="553 913 1036 1003"> <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>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>92 %</td> </tr> </tbody> </table> | Prep             | Yr1               | Yr2  | Yr3  | Yr4  | Yr5  | Yr6 | 94 % | 94 % | 94 % | 93 % | 94 % | 95 % | 92 % | <p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p> | <p> Higher</p> <p> Similar</p> |
| Prep   | Yr1              | Yr2               | Yr3  | Yr4  | Yr5  | Yr6  |     |      |      |      |      |      |      |      |   |                                |
| 94 %   | 94 %             | 94 %              | 93 % | 94 % | 95 % | 92 % |     |      |      |      |      |      |      |      |   |                                |



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Students Attitudes to School - Management of Bullying</b></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

Wantirna South Primary School operates within closely managed budgets and aims to maintain a modest cash reserve. The financial position of the school is led and managed through the work of the Principal, Business Manager, Finance Committee and Wantirna South Primary School Council. The school operates under high levels of internal control, probity and accountability. Furthermore, the allocation of funds to educational programs continues to reflect the priorities of the Wantirna South Primary School Strategic Plan 2015-2018. Other sources of income outside the Student Resource Package were derived from some minor grants. The revenue from locally raised funds is due largely to the demand of the Out of School Hours Care Program and the efforts of the Parents & Friends Association. The Net Operating Surplus of \$55,436 is largely made up of PFA fundraising funds and Out of School Hours Care funds carried forward for School Council approved expenditure as well as monies set aside for expansion of the Out of School Hours Care facility.

| Financial Performance - Operating Statement<br>Summary for the year ending 31 December, 2017 |                    | Financial Position as at 31 December, 2017            |                  |
|--|--------------------|---|------------------|
| <b>Revenue</b>   | <b>Actual</b>      | <b>Funds Available</b>                                | <b>Actual</b>    |
| Student Resource Package   | \$1,879,620        | High Yield Investment Account                         | \$102,845        |
| Government Provided DET Grants   | \$239,028          | Official Account                                      | \$74,288         |
| Government Grants Commonwealth   | \$125,751          | Other Accounts  | \$25,185         |
| Revenue Other  | \$8,915            | <b>Total Funds Available</b>                          | <b>\$202,319</b> |
| Locally Raised Funds   | \$361,018          |   |                  |
| <b>Total Operating Revenue</b>   | <b>\$2,614,331</b> |   |                  |
| <b>Equity<sup>1</sup></b>  |                    |   |                  |
| Equity (Social Disadvantage)   | \$12,857           |   |                  |
| <b>Equity Total</b>  | <b>\$12,857</b>    |   |                  |
| <b>Expenditure</b>   |                    | <b>Financial Commitments</b>                          |                  |
| Student Resource Package <sup>2</sup>  | \$1,898,514        | Operating Reserve                                     | \$93,982         |
| Books & Publications   | \$172              | Asset/Equipment Replacement < 12 months               | \$10,000         |
| Communication Costs  | \$4,801            | Maintenance - Buildings/Grounds incl<br>SMS<12 months | \$4,000          |
| Consumables  | \$55,229           | Revenue Received in Advance                           | \$34,400         |
| Miscellaneous Expense <sup>3</sup>   | \$135,095          | School Based Programs                                 | \$50,000         |
| Professional Development   | \$7,283            | Other recurrent expenditure                           | \$9,937          |
| Property and Equipment Services  | \$218,496          | <b>Total Financial Commitments</b>                    | <b>\$202,319</b> |
| Salaries & Allowances <sup>4</sup>   | \$167,830          |   |                  |
| Trading & Fundraising  | \$48,108           |   |                  |
| Utilities  | \$23,367           |   |                  |
| <b>Total Operating Expenditure</b>   | <b>\$2,558,895</b> |   |                  |
| <b>Net Operating Surplus/-Deficit</b>  | <b>\$55,436</b>    |   |                  |
| <b>Asset Acquisitions</b>  | <b>\$7,250</b>     |   |                  |

(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.*