

2018 Annual Report to The School Community



School Name: Wantirna South Primary School (4582)



- 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 2018 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 24 March 2019 at 11:59 AM 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 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 2018 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 25 March 2019 at 02:31 PM by Nerissa Skevington
(School Council President)

About Our School

School context

Wantirna South Primary School's motto "a place to dream, a place to discover, a place to learn for life" is underpinned by our vision and philosophy of teaching and learning supporting resilient learners who are inquisitive, critical thinkers and problem solvers confident to use their voice to be active agents of change.

Wantirna South Primary School was established in 1940 as a co-educational public school built on community and dedication to support the vision of local voices. 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. Located in the City of Knox in the eastern suburbs of Melbourne, approximately 30 kilometres from the Melbourne CBD, our history and heritage remains strong and is brought to the forefront of educating the 'whole child' to achieve individual success and equip students to be responsible members of a progressive community.

Enrolments continue to grow, currently sitting at 286 students within the school. Our enthusiastic and passionate staff, equivalent to 22 full time staff: 2 principal class, 16 teachers and 9 Educational Support Staff, through best practice approaches offer a comprehensive and varied curriculum guided by the Victorian Curriculum enabling individual success – academically, physically, morally and socially. A school built on RICHeR values (Respect, Inclusion, Care, Honesty and Responsibility), we offer inclusive, stimulating and safe learning environments to optimise the development of the 'whole child' to reach their full potential and be active citizens in society.

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/>

A history of strong community partnerships and communication continues to meander through the school ensuring our students transition in life as inclusive members ready to embrace the diverse, progressive and changing society we live in.

Framework for Improving Student Outcomes (FISO)

In a year of review, Wantirna South Primary School community endorsed the continued development and improvement of Curriculum Planning and Assessment, along with Setting expectations and promoting inclusion. Through the review, and consultation with the community, it was evident that continuing to build excellence in teaching and learning through a collaborative approach to planning and building strategies to enhance learning to challenge and engage was a priority. Throughout the year achievements have occurred to build a greater collaborative understanding of analysing data to inform teaching and effective assessment strategies to support point of need teaching. Regular PLT meetings, peer observation and moderation with local Network schools supported the achievement and progress to build a greater understanding of assessment and data approaches.

Moving forward the focus will remain on Curriculum Planning and Assessment with a priority to continue to collaboratively design scope and sequence documents, enhance curriculum planners and engage peer observation in order to provide best teacher practises. Effectively utilising the Learning Specialist to model and seek best practises, along with engaging Literacy Expert Debbie Sukarna to work collaboratively with staff will be the focus for the coming year to ensure a deeper engagement supporting student learning and growth.

Continuing to empower students within the learning environment was a highlight, however a shift in focus will be to engage setting expectations and promoting inclusion. Engaging with the Knox FISO Student Voice Network,

embracing opportunities provided with Learning Labs and building the profile of our Student Voice, Agency and Leadership coordinator throughout the school will ensure the priority of building student voice, pride and inclusion is achieved. This improvement priority remains a focus, as the profile of Student voice is embraced in a collegial manner within 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, including setting goals and establishing protocols along with understanding their views in the learning environment is the enabler to see improved outcomes for all students in 2019.

Achievement

Overall achievement results for students demonstrate a consistent level of progress to previous years with student achievement outcomes in English and Mathematics at a level similar to and above State median. Through works conducted in the learning environment teachers continue to build knowledge and best practise approaches to achieve consistent outcomes. Greater emphasis on engaging moderation within and across teams will be addressed moving forward. Teacher judgements are at a slightly lower level of achievement for statistically similar schools, moving forward this will be a focus of PLT meetings, peer observations and moderation opportunities with network colleagues.

Our NAPLAN results are consistently above the State median and again at the same level to similar schools on a 4-year average, this indicates that moving forward continued work with moderation and assessment tasks will be a priority to ensure a consistent approach and understanding to student achievement. Student outcomes in NAPLAN learning gains demonstrate that across all areas, except for reading, significant levels of growth can be observed, therefore moving forward, and as a priority, there is a specific focus on reading. Writing once again is identified to display nearly 50% of students demonstrate high growth. Continued work with PLT meetings, enhancing the role of the Learning Specialist, engaging literacy expert Debbie Sukarna and work through the Professional Learning Communities will support successful outcomes.

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. The community at Wantirna South Primary School clearly understands that absence can relate to missed opportunities of learning that is critical for continued growth. Therefore staff plan on a termly, weekly and daily basis to ensure all students have an opportunity to be present and engaged in the key aspects of learning. Flexibility in the planning allows for these opportunities to come to fruition, therefore if in the event of large numbers missing due to an illness or other identified events, staff will adjust the learning to ensure continuation of challenging tasks are provided however new content is not missed by those who are absent. Through networking opportunities 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 Swinburne University KIOSK STEAM initiatives and sustainability, Deakin University Science program, links with Monash University Science, Cooking in The Buzz to mention a few
- Interschool Sport competition
- Biennial Camping Program
- An exemplary Instrumental Music Program
- Annual 'Showcase Concert'
- Biennial whole school Production
- Comprehensive Student Leadership Program and Student Action Team
- Lunchtime Dance
- Intergenerational programs including year 6 visits to Arcare and reading with Wantirna Village
- An open door policy to assist students that require outside therapy to enhance engagement and learning in the school environment.
- Programs to support wellbeing and engagement for students include a Life Skills Program, connections made with Knox City Youth Services, Artist in Schools Program, along with library sessions, art and sport activities at lunch time.

Our staff, and wider community, continue to seek options to ensure students are engaged and active participants in their learning at school, therefore making their transition to Secondary school and future life choices achievable with minimal resistance to change.

Wellbeing

Recent feedback and high satisfactory endorsement from our parent community, sends a strong message that our "Open Door" policy and the agreed partnership approach supports what is considered 'the village' required to assist the growth and development of the child, and is affirmation of the focus we have on the whole child. Connectedness to school is imperative in allowing students to achieve to their individual best, as identified our results indicate that we are similar to other schools and this has been consistent over previous years. Through our review process, and over the past six months, we have continued to develop programs to support connectedness throughout the whole community. Initiatives that have been implemented include raising the profile of our student leaders (and offering a leadership day) and SAT team, seeking greater feedback from students on learning, exploring options with students that will offer opportunities beyond the classroom, engaging a Student Voice, Agency and Leadership coordinator, along with networking through the Learning Labs program. Our belief is that to cater for the whole child enhances the motivation and connections that will build positive relationships at school.

Students have offered feedback that indicates a positive climb forward with the initiatives we have employed, this is confirmed as connectedness to school and our approach to considered bullying episodes in at a positive level. We believe that through our 'School Values' (Respect, Inclusion, Care, Honesty and Responsibility), positive staff relationships and school wide approach to positive behaviour students feel safe and connected. Our approach to safety, wellbeing and engagement ensures support is available to meet attendance requirements, resulting in the continued growth and development of each student in a safe and supportive environment.

Our approach to include student voice to support the wellbeing of all students is evident as each class develops an agreement based around the values ensuring all members work within the expectations to optimise learning and making the learning environment a safe and productive one. The extracurricular activities offered at lunch time and throughout the learning time (listed in the Engagement section of this report) enhance the wellbeing of children who may feel challenged on a daily basis in the school environment.

Comprehensive transition programs are in place to ensure all students feel prepared for their next transition through life. We are proud of the transition programs offered which include:

- * a strong buddy program for our year 4 and Foundation students,
- * student transition afternoons between levels,
- * transition opportunities for year 7,
- * along with our unique Foundations transition program seeing students attend transition afternoons and a morning session in the year prior to commencing school, as well our Foundations teachers offer home visits during the holidays to reconnect with students, all having very rewarding results on the students wellbeing.

A history of strong community partnerships and communication continues to engage parents, students and staff in the wellbeing of all students to develop as a 'whole' ready to embrace the diverse, progressive and changing society we live in.

Financial performance and position

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 \$29,680 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.

For more detailed information regarding our school please visit our website at
<http://wantirnasouthps.vic.edu.au/>

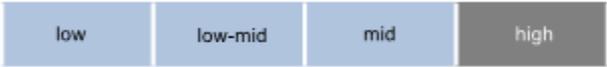
Performance Summary

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 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 286 students were enrolled at this school in 2018, 143 female and 143 male.</p> <p>7 percent were EAL (English as an Additional Language) students and ND 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:  ◆ 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> 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>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> Similar</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> 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>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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>65%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>47%</td> <td>34%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>38%</td> <td>46%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>45%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>50%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	65%	16%	Numeracy	18%	47%	34%	Writing	16%	38%	46%	Spelling	29%	45%	26%	Grammar and Punctuation	21%	50%	29%	<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 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>92 %</td> <td>94 %</td> <td>94 %</td> <td>91 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	94 %	94 %	91 %	95 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	94 %	94 %	91 %	95 %	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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,086,340	High Yield Investment Account	\$75,920
Government Provided DET Grants	\$176,233	Official Account	\$28,281
Government Grants Commonwealth	\$177,641	Other Accounts	\$35,105
Revenue Other	\$3,301	Total Funds Available	\$139,306
Locally Raised Funds	\$374,970		
Total Operating Revenue	\$2,818,485		
Equity¹			
Equity (Social Disadvantage)	\$14,304		
Equity Total	\$14,304		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,082,096	Operating Reserve	\$123,321
Books & Publications	\$262	School Based Programs	\$15,985
Communication Costs	\$4,583	Total Financial Commitments	\$139,306
Consumables	\$62,976		
Miscellaneous Expense ³	\$194,739		
Professional Development	\$12,495		
Property and Equipment Services	\$139,087		
Salaries & Allowances ⁴	\$269,286		
Trading & Fundraising	\$54,918		
Utilities	\$27,723		
Total Operating Expenditure	\$2,848,165		
Net Operating Surplus/-Deficit	(\$29,680)		
Asset Acquisitions	\$0		

- (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 15 March 2019 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.

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).

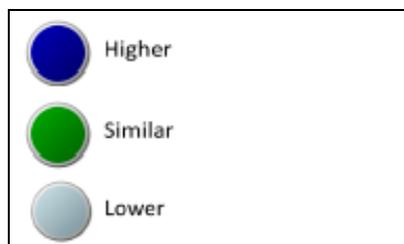


What does *School Comparison* refer to?

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*' or '*ND*' 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').