

2019 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 2019 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 19 April 2020 at 11:12 AM by Kerri Emonson (Principal)

The 2019 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.

Attested on 01 May 2020 at 04:07 PM by Eve John (School Council President)

About Our School

School context

Wantirna South Primary School continues to emerge after 80 years as “a community school” upon which our foundations were laid, to a progressive and proactive facility supporting the development of compassionate citizens who actively seek to ‘Learn for Life’. Our 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. The school is located in the eastern suburbs and is within the municipality of the City of Knox, approximately 30 kilometres from the Melbourne Central Business District. 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.

Growth and improvement across the community is a priority, therefore acceptance, resourcefulness and transparent financial management allows for diversity in ideas, current educational tools to be available and staff to keep abreast of best practice approaches to enhance growth. Our growth is evident as enrolments continue to grow, currently 310 students. 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/>

Our vision to ensure students transition through life as problem solvers and critical thinkers, is approached through a comprehensive and varied curriculum that supports and challenges individual success, using best practice approaches. Embedded within the school grounds is a passionate and dedicated staff equivalent to 26.6 full time staff: 2 principal class, 17.2 teachers and 7.4 Educational Support Staff who continue to forward plan for the challenges we will face in the 21st century. 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.

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 2019, Wantirna South Primary School continued with a focus on implementing the Key Improvement Strategies (KIS) of Curriculum planning and assessment and Setting expectations and promoting inclusion from the FISO dimensions. In order to progress with success in these dimensions our actions included:

- Developing structures and processes for teachers to collaboratively design and implement a shared curriculum scope and sequence.
- Developing strategies for teaching and learning in literacy across the school that engages and challenges all students
- Creating opportunities to engage students in improving connectedness to peers and classroom behaviour through their involvement in developing a student code of conduct in collaboration with teachers and parents.
- Continuing to evolve Department initiatives implemented including Professional Learning Communities, building the role of Learning Specialists and engaging at a deeper level with the Literacy Tool kits and HITS.

Evidence portrays a successful outcome with student connectedness to school equivalent to State means and like schools and our absence data indicates we have less absenteeism than like schools.

Positive gains in our NAPLAN data for year 3 students, indicated to be performing above similar schools, informs that initial stages of the actions for implementation are having an impact. Further investigation and consideration is to continue to ensure as a whole school there is a collaborative approach to achieve the goals set. Moving forward

consideration will be addressed in understanding the correlation between teacher judgements and NAPLAN data as there is a discrepancy evident within the school, and with similar schools. Evidence informs a need to continue with the FISO dimensions above, which are embedded in the priorities of Excellence in Teaching and Learning and Positive Climate for Learning.

Achievement

In 2019, the School continued work on its strategic plan goal of improving Literacy outcomes for all students. 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. There is evidence that teacher judgements are below that of similar schools. Continued engagement throughout the year by staff with PL and engaging experts in the field of literacy enabled this result. It is evident greater work as a whole school with moderation to align teacher judgements is required.

Our NAPLAN results are consistently above the State median in Reading and Numeracy. Our Year 3 Reading and Numeracy results are celebrated with evidence demonstrating the students are achieving above similar schools. Our Year 5 results reflect a differing outcome with Reading below similar schools while aligned with the State mean. Year 5 Numeracy provides a different result with students achieving similar to similar schools and achieving slightly above the State mean. This indicates a major focus moving forward in Reading will be addressing a consistent approach to best practice and assessment.

Student outcomes in NAPLAN learning gains demonstrate high gains in numeracy, however literacy demonstrates significant lower gains particularly in Reading. Therefore moving forward and as a priority there will be a specific focus on Reading. Continued work with PLT meetings, enhancing the role of the Learning Specialist, engaging with the Leadership Partners program, regular learning walks, embedding peer observation, ensuring differentiation is evident in all curriculum areas and working effectively in Professional Learning Communities will be enablers for successful outcomes.

Wantirna South Primary School ensures all students have the opportunity to show progress and achieve, this has been evident of the PSD students this year. Ingenuity from teachers and support staff ensures students at key learning times on the Program for Students with Disabilities achieve reasonable adjustments to enable success and follow individual educational plans.

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. Evidence for the school indicates students are engaged and connected to the school as communicated in the AToSS school connectedness and low absence results. As a school, and community, we are proud of the programs which support students in building responsibility, respect and resilience.

In 2019 with a focus on the FISO dimension Setting expectations and promoting inclusion has enabled positive results. The work in this area is ongoing, intentional and, in 2019 included programs such as:

- School Leaders Program,
- Providing a higher profile and greater voice for the School leaders,
- engaging the Resilience Project
- greater voice given to SAT (Student Action Team)
- Extra-curricular experiences such as links with Swinburne University KIOSC STEAM initiatives and sustainability, Deakin University Science program, links with Monash University Science and Cooking in The Buzz
- Instrumental Music Program
- Annual 'Showcase Concert'
- Biennial camps and whole school Production
- Intergenerational programs including year 6 visits to Arcare and reading with Wantirna Village
- 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 lead by our Student Leaders.

Our staff, and wider community, continue to seek options to ensure students are engaged and active participants in their learning at school. Staff work closely with families who present at risk with attendance seeking opportunities to enhance engagement with school and support their transition to Secondary school and future life choices.

Wellbeing

Recent feedback and high satisfactory endorsement from our parent community, has been evident in the Parent Survey with an indication of results displaying 87% demonstrating satisfaction, remaining slightly above the State mean. Opportunities to involve our parent community in school life is continuously explored. An openness to accept thoughts and voices of parents is determined an enabler to the wellbeing of the school community.

Student wellbeing continues to display positive results as reflected in the Attitudes to School Survey (AToSS) results. In 2019, results remained consistent with previous years and are 'similar' to like schools when measuring a Sense of Connectedness. Consideration will be addressed with Management of Bullying, as results are below previous years and below similar school comparisons. Connectedness to school and feeling safe is imperative in students achieving their individual best, therefore student wellbeing continues to be a focus. In 2019, the school continued to engage setting expectations and promoting inclusion through enhancing student voice, giving a higher profile to school leaders and engaging the Resilience Project. Staff and students worked to develop Effective Learner Qualities to ensure learning environments are an inclusive and safe place to learn. Comprehensive transition programs are in place to ensure all students feel prepared for their next transition through life and include:

- Foundations transition afternoons in term 4, along with a morning session.
- home visits for students in Foundations by their teacher prior to commencing school
- a strong buddy program for our year 4 and Foundation students
- student transition afternoons between levels
- transition opportunities for year 7.

The wellbeing of everyone is important to a positive climate for learning. The staff satisfaction, according to the School Staff Survey, is on the incline to be within 60% of all Victorian school and to align with the State median. Moving forward the development of active Curriculum teams, including a Wellbeing team that addresses student and staff wellbeing, will be an enabler to continue the rise in staff satisfaction.

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. Allocation of funds to educational programs is given due consideration and reflects the priorities of the Wantirna South Primary School Strategic Plan 2018-2022.

Other sources of income outside the Student Resource Package were derived from success with an Inclusive Schools grant and some minor grants. The school received a small amount of Equity Funding, which contributed to supporting a literacy support program and a Life Skills program. 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 (PFA). The Net Operating Surplus of \$84,558 is largely made up of careful staffing management, 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
<https://wantirnasouthps.vic.edu.au/>

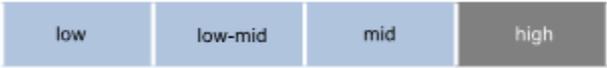
Performance Summary

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.

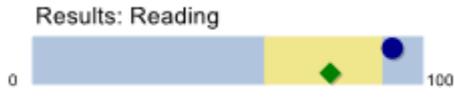
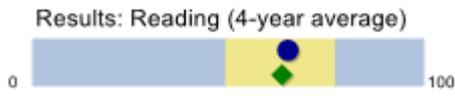
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 310 students were enrolled at this school in 2019, 147 female and 163 male.</p> <p>9 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

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

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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>Below </p> <p>Similar </p>		

Performance Summary

Achievement	Student Outcomes	Similar 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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	94 %	93 %	92 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	94 %	93 %	92 %	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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>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>Below ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,321,024	High Yield Investment Account	\$110,390
Government Provided DET Grants	\$331,396	Official Account	\$25,536
Government Grants Commonwealth	\$201,694	Other Accounts	\$45,940
Revenue Other	\$5,420	Total Funds Available	\$181,866
Locally Raised Funds	\$340,600		
Total Operating Revenue	\$3,200,134		
Equity¹			
Equity (Social Disadvantage)	\$16,637		
Equity Total	\$16,637		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,273,830	Operating Reserve	\$133,840
Communication Costs	\$4,519	School Based Programs	\$48,026
Consumables	\$80,328	Total Financial Commitments	\$181,866
Miscellaneous Expense ³	\$162,547		
Professional Development	\$28,319		
Property and Equipment Services	\$132,687		
Salaries & Allowances ⁴	\$350,666		
Trading & Fundraising	\$52,240		
Utilities	\$30,439		
Total Operating Expenditure	\$3,115,575		
Net Operating Surplus/-Deficit	\$84,558		
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 26 February 2020 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').