

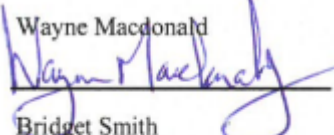
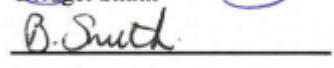
2016 Annual Report to the School Community



School Name: Wantirna South Primary School

School Number: 4582



Name of School Principal:	Wayne Macdonald 
Name of School Council President:	Bridget Smith 
Date of Endorsement:	22/03/2017

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

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



Education and Training



About Our School

School Context

Wantirna South Primary School has strong community links and prides itself on developing the whole child to become active members of a progressive society. Wantirna South Primary School grew from the passion of a small group of market gardeners in the south east of Melbourne over seventy seven years ago, who wanted their children to be able to grow and develop skills to ‘learn for life’- this vision still holds strong within the community today.

The image portrayed of a small country school in the heart of the City of Knox is the commitment to our history, once inside state of the art modern learning facilities present students and educational staff members with opportunities to engage, create, reflect and grow together as a learning community. Wantirna South Primary School today has grown to 270 students and an educational staff, currently equivalent to 20.2 full time staff: 2 principal class, 15 teachers and 9 Educational Support Staff. With the growing school, finances have allowed for some flexibility in managing resources; with a greater focus on literacy and numeracy the majority of resources (human and finance) has been channeled to ensure growth and improvement. 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/>. The School Values of **Care**, **Respect**, **Responsibility**, **Honesty** and **Inclusion** underpin all interactions between all members of the school community – optimising every child’s social and moral development to confront challenges in life.

In 2017, a greater focus will ensure that student voice is evident across the whole school. Currently the SRC (Student Representative Council) is the main avenue for student voice. However, more recently as part of our FISO connection, classrooms have become opportunities for students to establish democratic processes to have input into learning and programming. As was experienced with our history, it is from a small group of passionate voices that great things can be achieved to implement change and progress. Future opportunities have been initiated to engage student voice by having lunch with the principal, more student surveys, students writing articles for the newsletter and students reporting to School Council and our Parent’s Association meetings. Open communication 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. Our past is a proud one, our future full of enthusiasm, and we all work together towards achieving our motto ‘Learn for Life’.

Framework for Improving Student Outcomes (FISO)

As identified Curriculum planning and assessment is a main priority, however linked closely is the need to empower students and continue to build school pride. The improvement initiatives for each priority are:

Curriculum planning and assessment

- create whole school Scope and Sequence documents for curriculum areas to provide direction for planning and teaching and learning.
- build teacher capacity to utilize data and a range of assessment strategies to effectively plan for teaching and learning.
- create procedures that support role clarity, accountability and management of resources.

Empowering students and building school pride

- Create opportunities to promote student voice in making a difference to the learning environment.
- Involve students in communicating how they can make a difference to their local and global communities.

The path to achieving the initiatives has seen three staff members embrace the Leading Curriculum and Assessment project through Bastow and engage strategies to advance curriculum documents and professional discussions to a deeper level of understanding collectively. The active engagement in professional discussions has merged into regular classroom meetings and surveys with students, through student voice, and has identified further shifts that will occur in learning environments as the year unfolds.



Achievement

Wantirna South Primary School has an emphasis on growing the whole child, however we remain strong in building solid foundations in literacy and numeracy skills for all children. The overall measure for student outcomes shows our performance in literacy and numeracy is comparable to like Victorian Government schools and within the predicted range given the background and characteristics of our children. True measure is difficult, in this year to determine, as schools vary with their uptake of the Victorian Curriculum. Comparison to National standards, through our NAPLAN results, indicates our students perform similar to above the expected National levels in literacy and numeracy. To continue to improve our results and meet priorities that 35% of students will display growth in literacy and numeracy, achieving above the expected level, as set out in our Strategic Plan for 2014 – 2018 and Annual Implementation Plan for 2017 a large focus is on curriculum planning and assessment. In order to succeed with the achievements our resources have been channeled into restructuring of the meeting schedule allowing healthier robust discussions leading to collective sharing of expertise and knowledge supporting teacher practice, student growth and improved outcomes in literacy and numeracy.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

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

Engagement

Wantirna South Primary School considers that students who feel safe, engaged, welcomed and have a positive sense of self assists with connecting to our emotional wellbeing and therefore supports skills in resilience and to venture into learning something challenging and new. Student attendance rates are within the expected range and continue to improve, with our results from the school attitudes survey indicating that we are performing above the expected level. Student satisfaction to school in relation to safety is rated at 4.3 and connectedness is 4.13, and is attributed to the School Values and the many extra educational opportunities offered at Wantirna South Primary School. Ensuring there is something for everyone, our extra educational opportunities include: performing arts, visual arts, dance groups, junior and senior band, sport and physical education activities, environmental activities, cooking in the Buzz Café, the PAWS program, the Buddy Program with students in Foundation and Year 4 and opportunities to develop life skills beyond the classroom and our intergenerational experiences for students. Engagement in learning, in our belief, is attributed to a healthy self-esteem and general confidence; with the positive sense of self, challenges and risks can be attempted and efforts rewarded.

Wellbeing

Wellbeing continues to be a priority for our community as students with a sense of belonging and emotional connectedness participate and engage in learning. Programs and facilities enhancing wellbeing include: student voice and community engagement, spacious grounds including basketball courts, adventure playgrounds, an oval, vegetable gardens, multi-purpose facility, Buzz Café, visual arts complex, library resource centre and state of the art open learning spaces all that aesthetically support student learning and wellbeing. Greater development of ICT (i-pads, laptops and upgrades); continued success with the Bridges Literacy program and engaging professional development to deliver current numeracy practices reinforces the commitment to best practices for student growth. Our recent focus on building a wellbeing program targeting our community needs is in its early stages of evolution, yet already reaping significant achievements. Although our focus is on literacy and numeracy, our vision reinforces that students who challenge their learning and develop self-confidence is attributed to the varied teaching approaches, empowerment of student voice, comprehensive educational opportunities and programs currently engaged to support students on the journey of lifelong learners.

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




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





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

School Profile	
<p>Enrolment Profile</p> <p>A total of 250 students were enrolled at this school in 2016, 115 female and 135 male. There were 7% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Similar</p> <p>● Lower</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>● Lower</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>56%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>47%</td> <td>41%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>40%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>60%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>50%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	56%	17%	Numeracy	47%	41%	12%	Writing	35%	40%	25%	Spelling	25%	60%	15%	Grammar and Punctuation	20%	50%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	95 %	93 %	91 %	92 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	95 %	93 %	91 %	92 %										



Performance Summary

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

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

How to read the Performance Summary

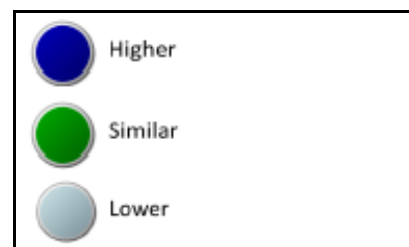
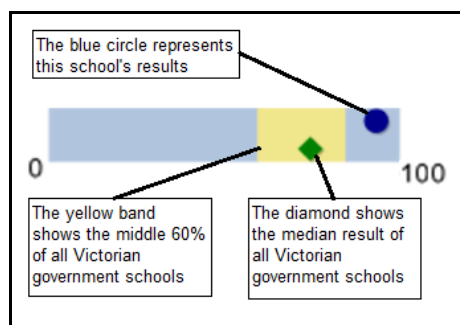
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

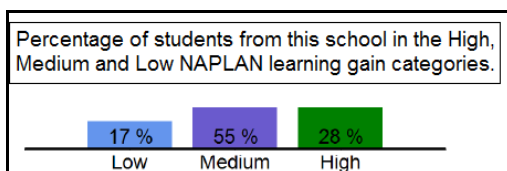
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



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

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



What are the changes in student achievement?

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

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

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

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

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

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Wantirna South Primary School has been carrying a deficit for the past 5 years, resulting from declining enrolments prior to this period and our staffing structure. In 2016, with increased enrolments and staffing changes, the school is placed in a healthy financial situation. Throughout 2016 the school continued to receive a number of grants from the Department. In 2016 Wantirna South Primary School received \$72,000.00 CAR Funding for the Visual Arts complex and Grounds maintenance. The Visual Arts complex received renovations to ensure the complex is conducive to an aesthetically pleasing learning environment to enhance creativity for young minds. Grounds maintenance was channeled to pavement areas around the school that were identified as occupational health and safety risk areas ensuring the safety of all the community. For a second year in a row, Wantirna South Primary School received \$12,513.00 Equity Funding from the Department. The Equity Funding has been allocated to enhance student learning and outcomes in literacy engaging the Bridges Literacy Program. The school allocated the funds to employ and continue to train educational support staff members to deliver the program across all levels with exceptional results. Our forecast for the future financially is one of promise and optimism.

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

Revenue	Actual
Student Resource Package	\$1,665,413
Government Provided DET Grants	\$229,818
Government Grants Commonwealth	\$99,852
Revenue Other	\$28,147
Locally Raised Funds	\$319,172
Total Operating Revenue	\$2,342,402

Expenditure	
Student Resource Package	\$1,716,145
Books & Publications	\$208
Communication Costs	\$5,212
Consumables	\$42,988
Miscellaneous Expense	\$117,683
Professional Development	\$11,112
Property and Equipment Services	\$155,156
Salaries & Allowances	\$168,864
Trading & Fundraising	\$54,453
Utilities	\$20,081

Total Operating Expenditure **\$2,291,901**

Net Operating Surplus/-Deficit **\$50,501**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$107,643
Official Account	\$12,122
Other Accounts	\$15,845
Total Funds Available	\$135,610

Financial Commitments	
Operating Reserve	\$45,000
Asset/Equipment Replacement < 12 months	\$17,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$1,800
Revenue Received in Advance	\$2,414
Other recurrent expenditure	\$32,396
Asset/Equipment Replacement > 12 months	\$25,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$12,000
Total Financial Commitments	\$135,610

Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

