

# 2021 Annual Report to The School Community



**School Name: Wallaroo Primary School (5202)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2021 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 15 March 2022 at 02:02 PM by Jenny Brennan (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 11 May 2022 at 02:01 PM by Lisa Furnival-Monk (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Engagement

Student attendance at school

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Wallaroo Primary School resides within the Wallaroo Estate in Hastings, along the Western Port side of the Mornington Peninsula. In 2021 96 students were enrolled, with over 86% of families entitled to CSEF funds, and the 2021 Student Family Occupation Index was 0.82 and SFOE 0.69. Staffing consisted of a principal, assistant principal, six teachers, wellbeing officer, education support staff, and business manager. In 2021 class sizes averaged 22 students. Wallaroo Primary School's instruction of English, Mathematics and Science sat alongside specialist subjects including Visual Arts, Music, and Physical Education. Focus was on delivering a holistic approach to education to ensure a diverse range of learners reached their full potential by tailoring teaching and learning to meet their academic and wellbeing needs. The school implemented the School Wide Positive Behaviour Support framework, known as Positive Behaviours for Learning (PBL) at Wallaroo, and Berry Street Education Model (BSEM). Through the explicit teaching of the Student Behaviour Matrix and School Values, 'Be Safe', 'Be Respectful' and 'Be Your Best', staff created a strong, stimulating learning environment. Employing PBL and BSEM supported all students to be 'Ready to Learn' and maximised learning opportunities. The staff of Wallaroo Primary School are committed to the academic success and wellbeing of our students.

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### Framework for Improving Student Outcomes (FISO)

In 2021 Wallaroo PS participated in a 4-year school review cycle. As part of the process, rigorous analysis of the school's performance against the Wallaroo PS 2018-2021 School Strategic Plan (SSP) goals and targets was completed.

#### SSP Goal 1:

To improve student learning growth in literacy and numeracy.

Wallaroo PS focused on several key school improvement developments over the course of the 2018-2021 SSP. The School Improvement Team (SIT) worked collaboratively to improve instructional practice including the development of a comprehensive curriculum and assessment framework which outlined expected instructional practices. The SIT was comprised of the principal, assistant principal and all teaching staff, who met regularly and prioritised its improvement agenda in line with the strategic plan. Key highlights of the SIT included the development and implementation of an assessment schedule and the development and implementation of three instructional models in reading, writing and numeracy. The models provided a framework for expected teaching practice and lesson delivery which reflected best instructional practice and provided consistency across all year levels and curriculum areas. SIT monitored the use of the assessment schedule and instructional models to ensure use of consistent language and implementation of assessment practices to provide direction for student learning and monitor student outcomes.

#### SSP Goal 2:

The second goal was to improve student safety, relationships, and connectedness within the school community. Wallaroo PS implemented a school wide positive behaviour framework at the beginning of 2018. This framework was delivered in alignment with a trauma based educational model and social emotional program based on respectful relationships. This approach formed the Positive Behaviour for Learning Program (PBL). Values were identified by students, teachers and the community to align with clear expectations for behaviour. The establishment of a wellbeing team supported the implementation of the program. Staff professional development ensured consistent approaches and a shared language with embedded practices. Additional staff, such as a chaplain and wellbeing officer, were central in program implementation.

#### SSP Goal 3:

The third goal was to build a culture of school improvement with collective responsibility for student outcomes. Increased staff cohesion and connectedness was built through a clear improvement agenda, leadership planning, accountability and transparency, and a range of increased opportunities for staff to work collaboratively in shared responsibility for students' academic achievement and wellbeing. The School Improvement Team (SIT) and the Professional Learning Team (PLT) worked collaboratively to deliver the school's strategic plan with a clear focus on

improved wellbeing and behavioural practices, and shared approaches to literacy and numeracy teaching and learning. Additionally, the community was involved in the formulation of the school's approach to behaviour and wellbeing, enabling shared approaches, language, and expectations for student management. Shared responsibility for student learning and wellbeing has increased, and targets related to teacher survey results have greatly improved, with collective responsibility at 97% positive endorsement.

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## Achievement

As part of Wallaroo Primary School's commitment to support students as they transitioned to and from the remote learning program to face to face instruction, staff focused on delivering lessons to enhance learning, allow for catch-up on missed learning and to extend and maximise learning opportunities for all students.

In 2021 the school utilised the Tutor Initiative Program to plan, implement and monitor Reading and Mathematics sessions to targeted students who did not demonstrate 12 months learning growth. Students in this program averaged 8.5 months growth within 6 months of application.

During remote learning, staff utilised online resources for content-delivery and assessment and continued to reinforce new ways of differentiating for students. Upon returning to face-to-face learning, staff focused on individual student point of need and put strategies in place to enhance learning growth and achievement. As a large proportion of the 2021 school year was conducted remotely or supporting students as they transitioned back to face-to-face learning, staff utilised 1:1 and small reading groups, 1:1 and small group writing conferencing, clinic groups, student goal development and individual learning plans throughout the delivery of learning.

In NAPLAN Reading, students in Year 5 demonstrated an increase of 11.8% in the top two bands to 23.5% and a reduction of 8.2% to 23.5% in the bottom two bands. 73.3% of students met or performed above benchmark growth from Year 3 – Year 5.

In NAPLAN Numeracy, there was a reduction of 5.3 % to 29.4% of students performing in the bottom two bands and 93.3% of students met or performed above benchmark growth from Year 3 – Year 5.

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

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

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## Engagement

The 2021 school year posed additional attendance challenges. To combat these, staff continued to engage families by sending SMS messages to parents, requesting them to notify the school of any absences, promoted attendance through our newsletter and daily check ins via Seesaw. Classroom teachers continued to monitor student engagement and attendance whilst students learned remotely and shared related concerns via trackers with leadership and wellbeing staff. Wellbeing staff continued to make phone calls after extended periods of absences and held virtual attendance meetings with families of chronic absentee students. Some families continued to find remote learning difficult and were further challenged by technology difficulties. A learning device or a hard copy learning pack was provided to every student who required it.

Despite our best efforts, student absences across the school continued to increase in 2021 with an overall average absence rate of 31.6 days for students in Prep – Year 6. This is up an additional 4 days from 2020, and a further increase of 12 days from 2019. Unapproved absences increased to 23.7 days, 20.5 from 2020 and 10.2 in 2019. In the 2021 Attitudes to School Survey, 100% of our students agreed they always tried to attend school, 89% of students agreed they felt engaged and challenged to succeed in their learning and 96% felt motivated and interested to learn at Wallaroo.

Seven of our 63 families participated in the 2021 Parent Opinion Survey. Our parent responses indicated 93% believed the school set high expectations for student success and 71% felt their child was given extra help and motivation to learn. However, only 29% of parents believed remote and flexible learning made their child more engaged with or interested in their schoolwork, this is down from 63% in 2020.

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## Wellbeing

Substantial wellbeing supports were in place to assist our students throughout the 2021 school year. These supports were provided in a tiered manner. The focus was to ensure our wellbeing practices were observable and to increase communication between the school and our families.

Staff focused on further embedding the whole school understanding and use of the School Wide Positive Behaviour Support framework, known as Positive Behaviours for Learning (PBL) at Wallaroo, with key emphasis placed on staff modelling the appropriate behaviours and explicitly teaching expectations related to our values throughout the school year.

Staff also focused on strengthening and embedding the school-wide approach in our communication practices with families and incorporated new ways in which they connected with families during remote and flexible learning, for example, increased use of communication between parents and teachers via Seesaw and posting student work and classroom notifications via the Seesaw platform, as well as an increase in parent notification of admin or leadership related information via the School Communication Platform: Sentral. Due to its' success, the implementation of this will remain ongoing.

Wellbeing intervention was provided to small groups of students on a needs-basis. This was conducted utilising Wallaroo staff and outside agencies and included the use of interventions such as 'Canine Comprehension', 'Bounce Back' or 'Girls Rock'. Targeted 1:1 Social and Emotional intervention was provided to a select number of students based on their wellbeing needs and behaviours.

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## Finance performance and position

Wallaroo Primary School maintained a secure financial position throughout 2021. The 2018-2021 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus. This surplus occurred through generous philanthropic grants and donations to camps, excursions, and targeted teaching and wellbeing areas in 2021.

Equity funding was used to increase the number of education support staff employed to support student learning. Equity funding was also used to support the whole school delivery of a variety of wellbeing initiatives including the School Wide Positive Behaviour Support framework, Berry Street Education Model, Speech Therapy and Occupational Therapy to improve social and emotional development and academic outcomes of our student population. An amount of equity funding was not spent due to COVID-19 restrictions, but was tagged in the 2022 budget.

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

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



# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 96 students were enrolled at this school in 2021, 52 female and 44 male.

NDP percent of students had English as an additional language and 10 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

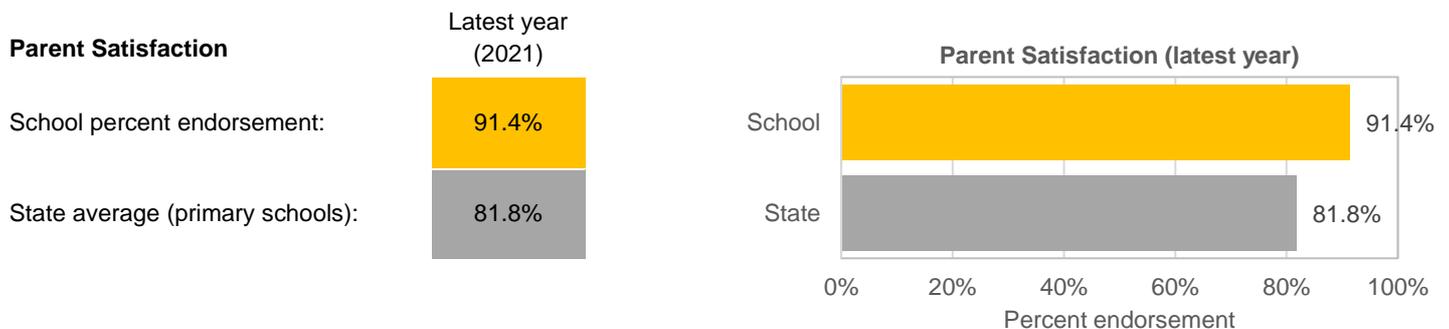
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

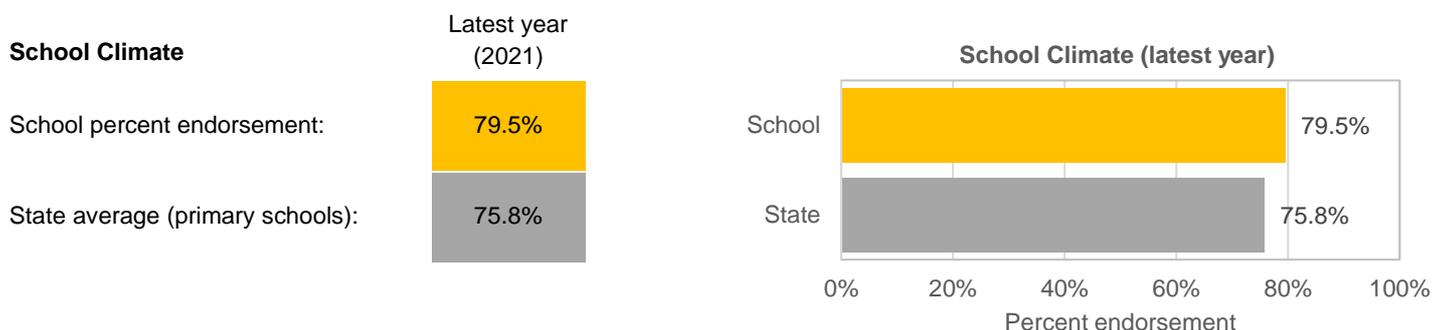


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

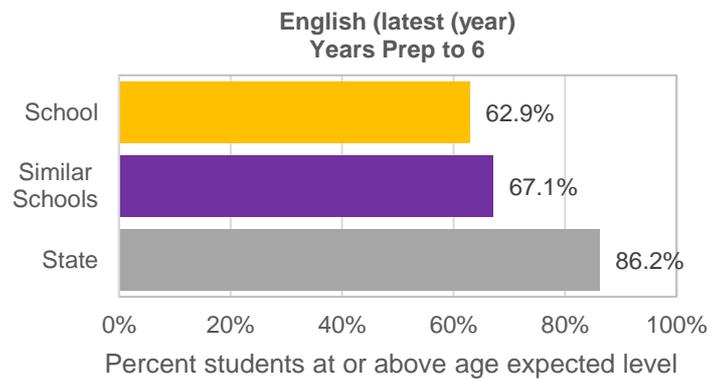
62.9%

Similar Schools average:

67.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

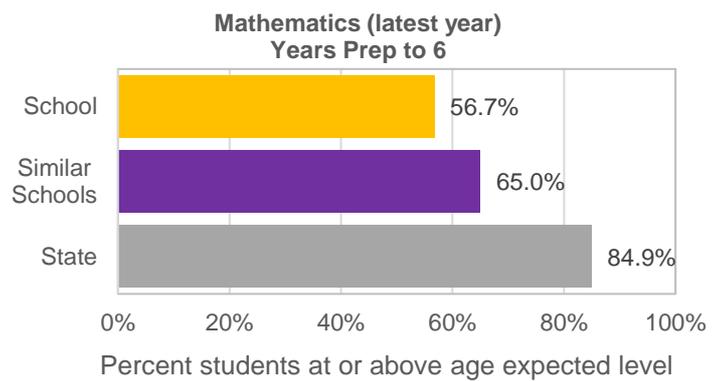
56.7%

Similar Schools average:

65.0%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

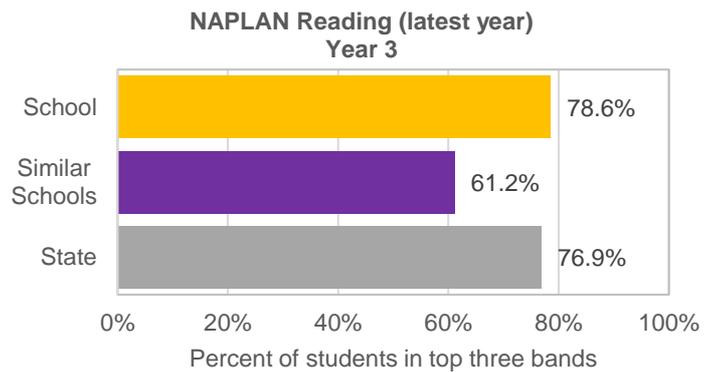
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

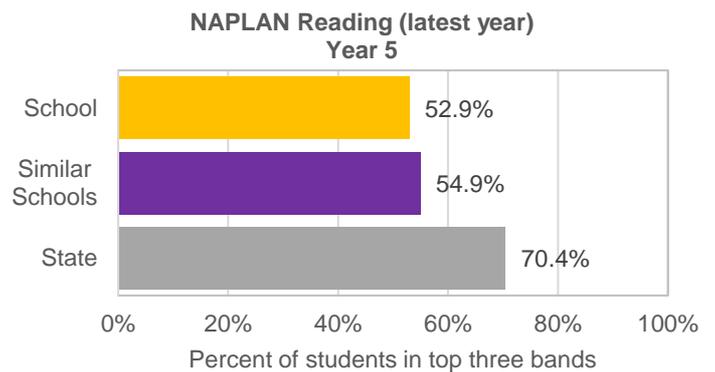
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.6%	58.8%
Similar Schools average:	61.2%	59.5%
State average:	76.9%	76.5%



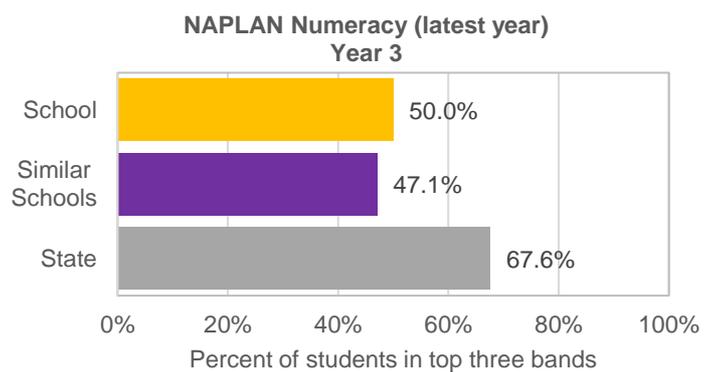
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	52.9%	40.0%
Similar Schools average:	54.9%	52.5%
State average:	70.4%	67.7%



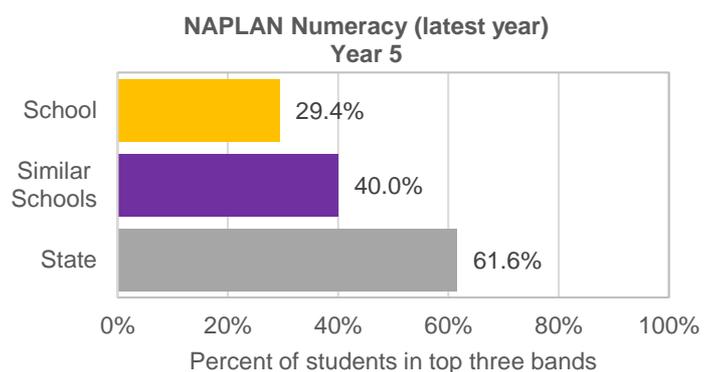
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	36.4%
Similar Schools average:	47.1%	48.0%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	29.4%	24.4%
Similar Schools average:	40.0%	39.6%
State average:	61.6%	60.0%



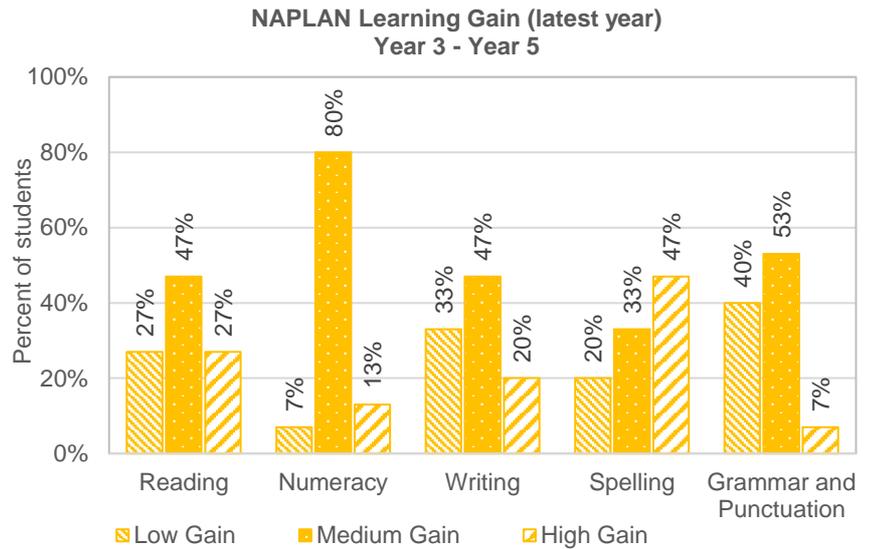
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	47%	27%	22%
Numeracy:	7%	80%	13%	22%
Writing:	33%	47%	20%	14%
Spelling:	20%	33%	47%	20%
Grammar and Punctuation:	40%	53%	7%	16%



## ENGAGEMENT

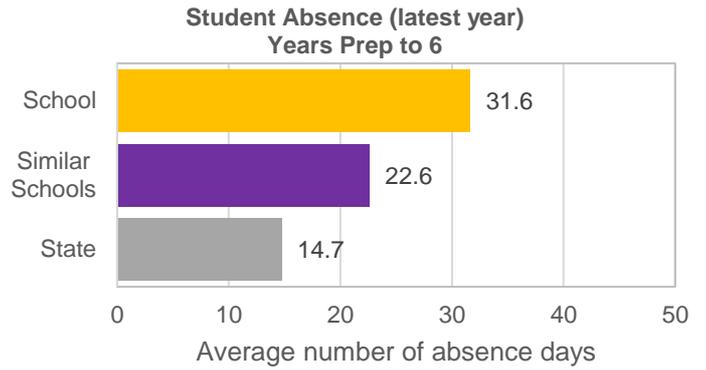
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	31.6	25.2
Similar Schools average:	22.6	19.9
State average:	14.7	15.0



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	81%	84%	86%	83%	90%	84%	82%

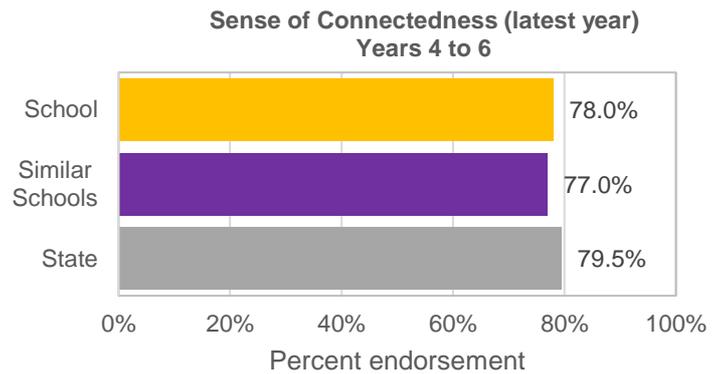
**WELLBEING**

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

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	78.0%	78.6%
Similar Schools average:	77.0%	77.9%
State average:	79.5%	80.4%

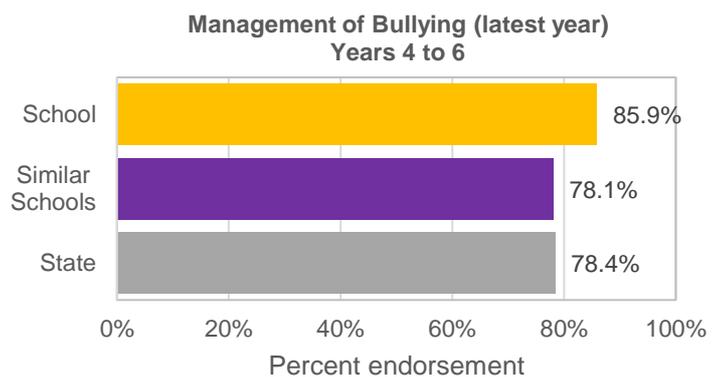


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	85.9%	80.0%
Similar Schools average:	78.1%	78.5%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,380,891
Government Provided DET Grants	\$347,368
Government Grants Commonwealth	\$9,239
Government Grants State	\$0
Revenue Other	\$14,138
Locally Raised Funds	\$175,244
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,926,878</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$314,241
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$314,241</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,366,544
Adjustments	\$0
Books & Publications	\$2,001
Camps/Excursions/Activities	\$17,085
Communication Costs	\$3,467
Consumables	\$28,416
Miscellaneous Expense <sup>3</sup>	\$12,292
Professional Development	(\$4,335)
Equipment/Maintenance/Hire	\$48,770
Property Services	\$123,924
Salaries & Allowances <sup>4</sup>	\$13,577
Support Services	\$74,875
Trading & Fundraising	\$9,924
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,087
<b>Total Operating Expenditure</b>	<b>\$1,708,626</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$218,253</b>
<b>Asset Acquisitions</b>	<b>\$27,111</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$395,037
Official Account	\$91,481
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$486,518</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$37,386
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$231,463
School Based Programs	\$33,439
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$103,328
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$405,616</b>

*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.*