

2022 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).
- 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 of the previous calendar year 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.

- This 2022 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

About Our School

School context

Wallaroo Primary School resides within the Wallaroo Estate in Hastings, along the Western Port side of the Mornington Peninsula. In 2022 100 students were enrolled, with over 89% of students entitled to CSEF funds. The 2022 Student Family Occupation Index was 0.82 and Student Family Occupation Education Index was 0.69. Staffing consisted of a principal, assistant principal, seven teachers, wellbeing officer, education support staff, and business manager. In 2022 class sizes averaged 20 students. Wallaroo Primary School's instruction of English, Mathematics and Science sat alongside specialist subjects including Visual Arts, LOTE, 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 continuation of our tutoring program provided necessary intervention to at risk students and was implemented school-wide. The school implemented the School Wide Positive Behaviour Support framework, known as Positive Behaviours for Learning (PBL), 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. Engaging in PBL and BSEM practices supported our 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 staff had a collective focus to strengthen their use of consistent evidence-based practice in teaching to enhance student learning outcomes. Staff effectively implemented the school pedagogical model when planning and delivering a lesson in Literacy and Mathematics and utilised colleague coaching/observations and feedback to maximise student learning opportunities. This led to greater student demonstration of learning progression (growth) throughout Foundation to Year 6. Our greatest changes included professional learning and implementation of an explicit and sequential phonemic awareness and phonics instructional approach to enhance students' ability to read, write and spell with confidence.

Literacy- Writing

64% of our students have made 12-month growth or more in Writing. We have met and surpassed the Annual Implementation target to increase the percentage of students school-wide who achieved at or above expected growth in the Victorian Curriculum in Writing from 40% 42% in 2022 (monitored through 5-week teacher judgement check-ins).

This also surpasses our 2021-2025 School Strategic Goal to increase expected growth in Writing from 40% to 50% by 2025.

Mathematics- Number & Algebra

65% of our students have made 12-months growth or more in Number & Algebra. Therefore we have met and surpassed the Annual Implementation target to increase the percentage of students school-wide who achieved at or above expected growth in the Victorian Curriculum in Number and Algebra from 40% (2020) to 42% in 2022 (monitored through 5-week teacher judgement check-ins).

This also surpasses our 2021-2025 School Strategic Goal to increase expected growth in Number & Algebra from 40% to 50% by 2025.

Wellbeing

In 2022 staff worked to embed the next steps in the whole school understanding and use of the School Wide Positive Behaviour Support framework, known as Positive Behaviours for Learning (PBL). Staff participated in a range of professional learning, implemented and monitored practices learned, and documented impact on students at a classroom level. This has allowed staff to

view 'real time' wellbeing data of individual students and apply specific tiered adjustments to improve outcomes. This led to improved student learning outcomes by increasing analysis and response to student learning behaviours.

Wellbeing areas of focus:

Analysis of the Attitudes to School Survey responses of our students in Years 4 - 6 found an increase in student confidence, self-regulation and goal setting.

83% of Wallaroo students gave positive responses to survey questions about self-regulation and goal setting.

This is up from 81% in 2021, and we are on track to meet our School Strategic target of 85% by 2025.

76% of Wallaroo students gave positive responses to survey questions about confidence.

This is up from 74% in 2021, and we are on track to meet our School Strategic target of 80% by 2025.

These results demonstrate an increase of Wallaroo students experiencing greater success in their learning, that students are feeling supported and engaged in classes and contribute to a positive classroom culture, and a greater number of students have pro-social relationships with their peers.

The school continued to implement tier two and three support programs such as 'Revved Up', 'Canine Comprehension' and Speech or Occupational Therapy in a timely manner to students identified as 'at-risk' (as conveyed through Department of Family Fairness and Housing (DFFH) reports, low attendance, individual education plans, behaviour support plans etc).

Engagement

Attendance:

The 2022 school year again posed attendance challenges. Staff continued to engage families by sending daily SMS messages to parents, requesting them to notify the school of any absences, promoted attendance through our newsletter and check-ins via Seesaw Family Portal. Classroom teachers continued to monitor student engagement and attendance, while wellbeing staff continued to make phone calls after absence periods of 5 days or more and held attendance meetings with families of chronic absentee students. Attendance goals were developed with the student and placed in an Individual Education Plan. Attendance was celebrated at school assemblies with awards given to individual students who attended 90%, 95% and 100% of the term and attendance rewards were provided to grades with the most improved or best attendance each month.

Though the disruption of learning caused by the COVID-19 pandemic continued to have an impact on our student attendance data, student absences across the school decreased from 31.6 days in 2021 to 26.3 days for students in Foundation to Year 6, this demonstrates that our efforts towards student attendance has improved. In 2022 the percentage of students with less than 20 days absence increased from 52% in 2021 to 59%. The school will continue to reinforce our efforts to make further improvements to meet the School Strategic Plan target of 73% by 2025.

2022 Parent Opinion Survey indicated the following:

Parent participation and involvement increased from 80% in 2021 to 85% in 2022.

We are on track to meet our School Strategic Plan target of 88% by 2025.

Teacher communication increased from 80% in 2021 to 89% in 2022.

Surpassing our School Strategic Plan target of 85% by 2025. This demonstrates a greater connectedness and improved partnerships between school and home.

Further to this, 100% of our parent responses believed the school set high expectations for student success, up from 93% in 2021 and 94% of parents believed their child was motivated and supported to learn, up from 71% in 2021.

Financial performance

Walloo Primary School maintained a secure financial position throughout 2022. The 2021-2025 School Strategic Plan, along with the 2022 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 targeted teaching and wellbeing areas in 2022.

Equity funding was used to increase the number of teachers employed to enhance student learning, including recruiting specialist staff to implement arts and instrumental music programs. Funding was also used to increase literacy and numeracy resources and implement a phonemic awareness and phonics instructional approach in Foundation to Year 2, and subsequent intervention program in Years 3 - 6. Funding also supported 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.

Within the Financial Commitments Summary, the school has allocated funds towards future staffing, 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://wallarops.vic.edu.au/>