

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 March 2024 at 03:03 PM by Kieran Walta (Principal)

- This 2023 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 28 March 2024 at 08:48 AM by Donna Jeffs (School Council President)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2023 97 students were enrolled, with over 81% of students entitled to CSEF funds. The 2023 Student Family Occupation Index was 0.79 and Student Family Occupation Education Index was 0.67. Staffing consisted of a principal, two assistant principal, seven teachers, wellbeing officer, inclusion and diversity officer, education support staff, and business manager. In 2023 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 2023 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

71% of our students have made 12-month growth or more in Writing. We met 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 64% to 66% in 2023.

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

Mathematics- Number & Algebra

67% of our students have made 12-months growth or more in Number & Algebra. We have met 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 65% in 2022 to 67% in 2023.

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

Wellbeing

In 2023 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.

95% of Wallaroo students gave positive responses to survey questions about self-regulation and goal setting.

This is up from 93% in 2022, and we are on track to meet our School Strategic target of 85% by 2025.

74% of Wallaroo students gave positive responses to survey questions about sense of confidence. *This is down from 75% in 2022, 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 2023 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.

Despite the extensive resources placed into student attendance, student absences across the school increased from 26.3 days in 2022 to 28.1 days for students in Foundation to Year 6. In 2023 the percentage of students with less than 20 days absence decreased from 59% in 2022 to 51%. The school will continue to reinforce our efforts to make further improvements to meet the School Strategic Plan target of 73% by 2025.

2023 Parent Opinion Survey indicated the following:

Parent participation and involvement increased from 85% in 2022 to 90% in 2023.

We are currently meeting our School Strategic Plan target of 88% in 2025.

Teacher communication increased from 89% in 2022 to 94% in 2023.

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, 93% of our parent responses believed the school has high parent and community engagement, up from 88% in 2022 and 100% of parents responded positively to school pride and confidence for the second year running.

Financial performance

Wallaroo Primary School maintained a secure financial position throughout 2023. The 2021-2025 School Strategic Plan, along with the 2023 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 2023.

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://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 2.0 (FISO 2.0).

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 97 students were enrolled at this school in 2023, 57 female and 40 male.

4 percent of students had English as an additional language and 22 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).

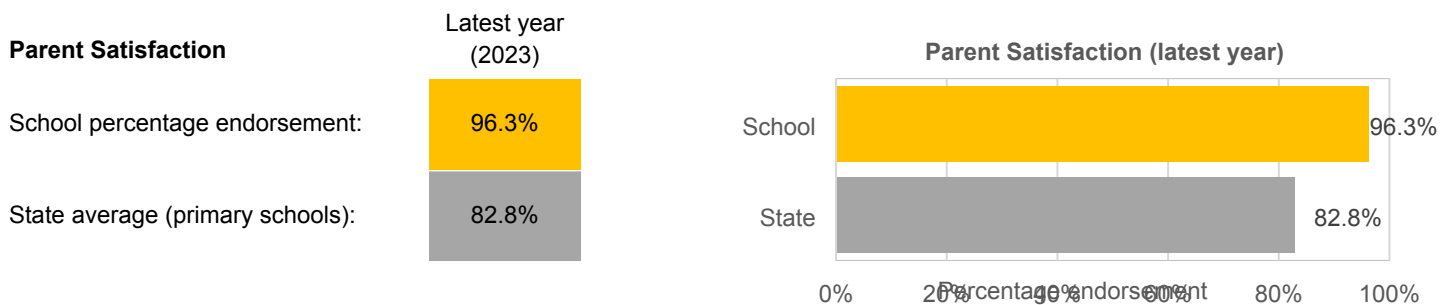
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

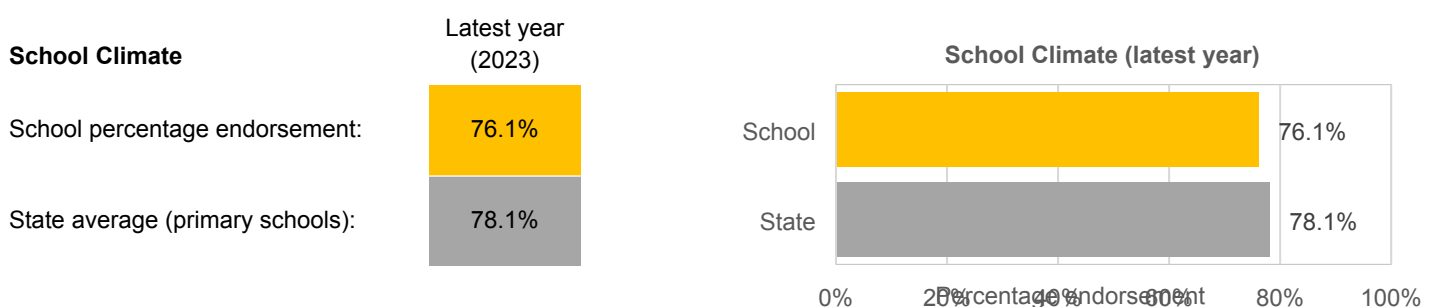


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

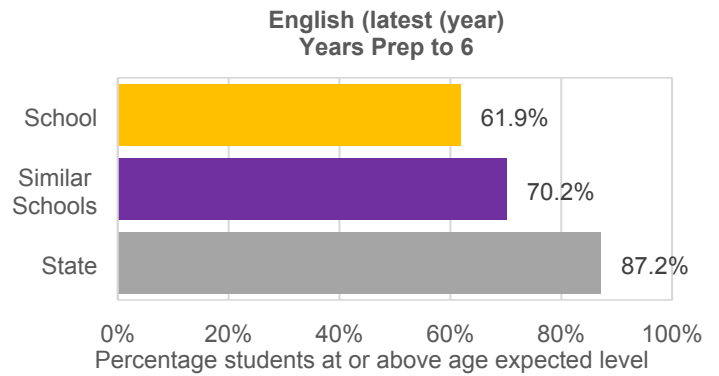
61.9%

Similar Schools average:

70.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

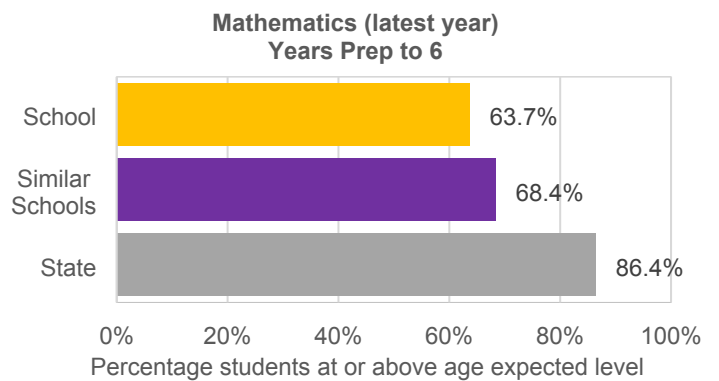
63.7%

Similar Schools average:

68.4%

State average:

86.4%



LEARNING (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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

46.2%

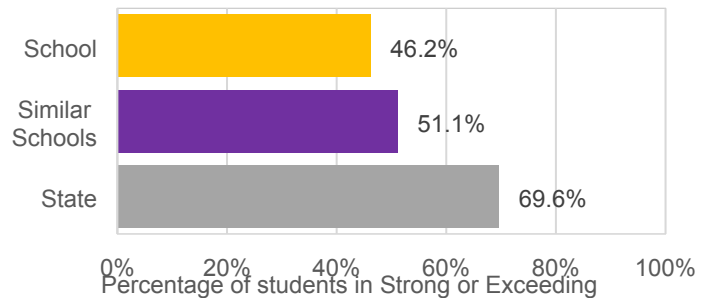
Similar Schools average:

51.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.3%

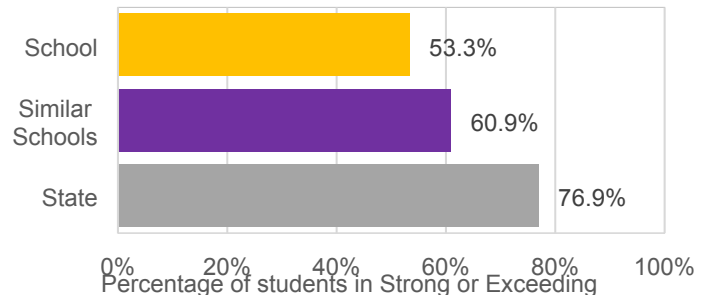
Similar Schools average:

60.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

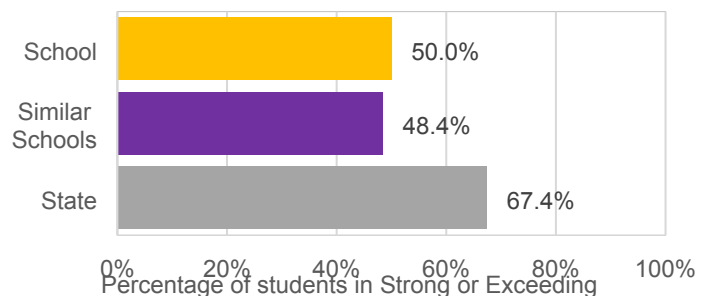
Similar Schools average:

48.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

35.7%

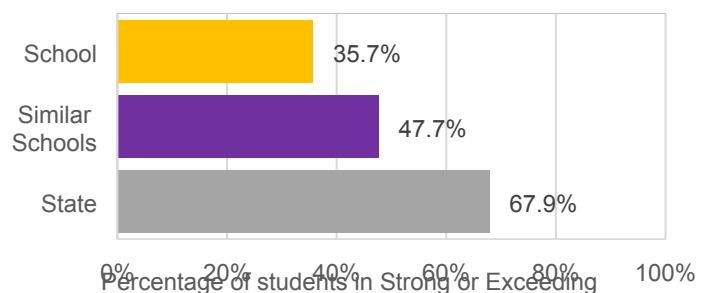
Similar Schools average:

47.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

57.1%

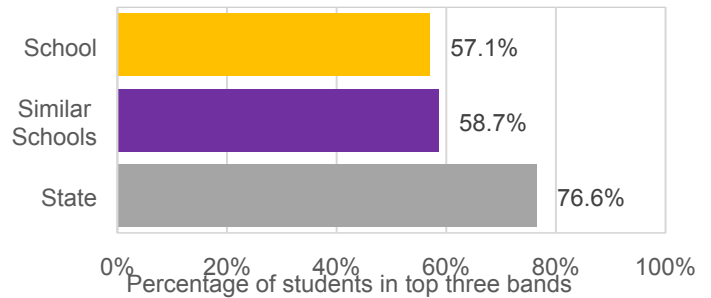
Similar Schools average:

58.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

53.8%

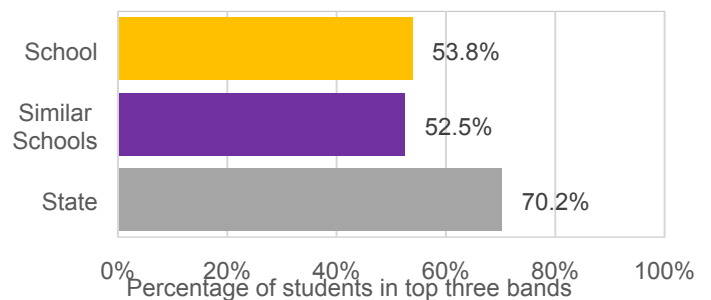
Similar Schools average:

52.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

53.8%

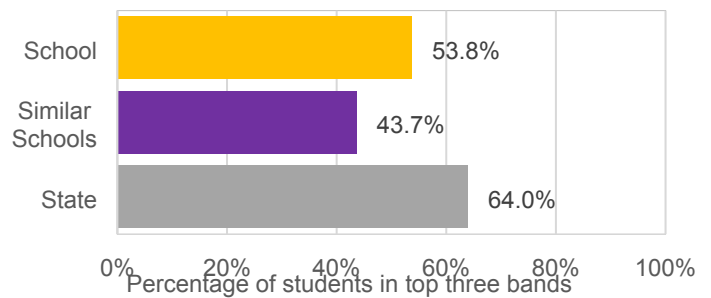
Similar Schools average:

43.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

23.1%

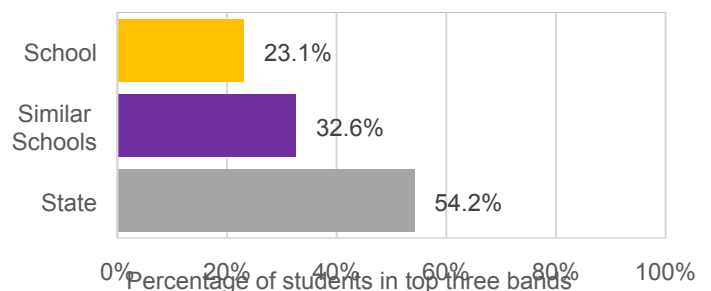
Similar Schools average:

32.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

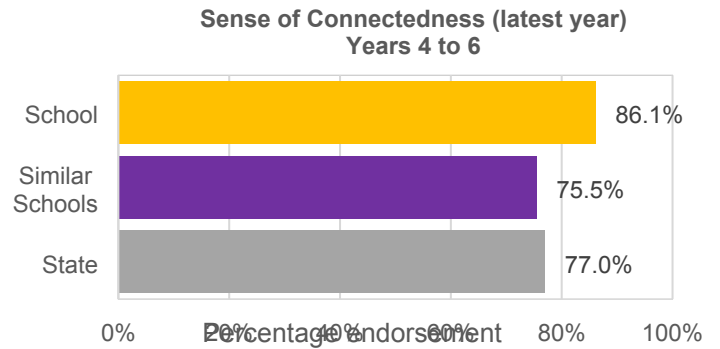
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	86.1%	84.3%
Similar Schools average:	75.5%	76.0%
State average:	77.0%	78.5%

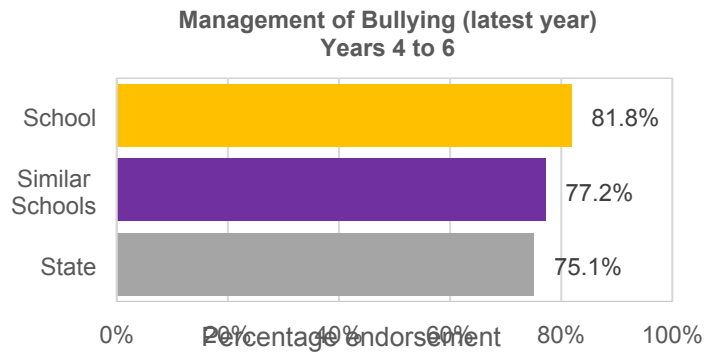


Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	81.8%	85.2%
Similar Schools average:	77.2%	77.1%
State average:	75.1%	76.9%



ENGAGEMENT

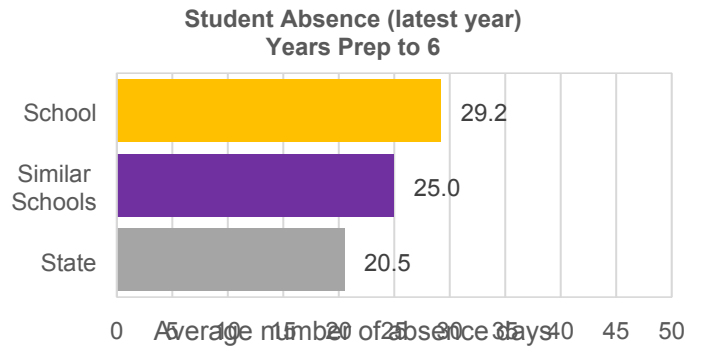
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	29.2	28.7
Similar Schools average:	25.0	23.5
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	82%	88%	87%	87%	86%	84%	82%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,669,386
Government Provided DET Grants	\$379,290
Government Grants Commonwealth	\$2,800
Government Grants State	\$0
Revenue Other	\$25,688
Locally Raised Funds	\$151,802
Capital Grants	\$20,000
Total Operating Revenue	\$2,248,966

Equity ¹	Actual
Equity (Social Disadvantage)	\$342,278
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$342,278

Expenditure	Actual
Student Resource Package ²	\$1,738,575
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$25,598
Communication Costs	\$4,226
Consumables	\$41,192
Miscellaneous Expense ³	\$15,105
Professional Development	\$14,970
Equipment/Maintenance/Hire	\$21,441
Property Services	\$117,370
Salaries & Allowances ⁴	\$87,812
Support Services	\$77,619
Trading & Fundraising	\$21,871
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$14,769
Total Operating Expenditure	\$2,180,547
Net Operating Surplus/-Deficit	\$48,418
Asset Acquisitions	\$58,844

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$691,106
Official Account	\$10,594
Other Accounts	\$0
Total Funds Available	\$701,699

Financial Commitments	Actual
Operating Reserve	\$55,331
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$442,541
School Based Programs	\$84,094
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	\$119,733
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$701,699

All funds received from the Department of Education, 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.