

## 2013 Annual Report to the School Community

Wales Street Primary School

School Number: 3139



Name of School Acting Principal: JUDITH BENNEY

Name of School Council President: NATASHA KINSMAN

Date of Endorsement: MARCH 26, 2014

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

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

## About Our School

Since 1891, Wales Street has played a pivotal role in education in Thornbury. Although student academic performance is extremely important, the school aims to develop the whole child through a broad curriculum, interpersonal learning and strong values based environment. Since 2011 Wales Street has been a candidate school in the International Baccalaureate program for the Primary Years (PYP). It continues to develop an inquiry and concept based pedagogical approach to drive student learning, and is currently working towards accreditation. Specialist teachers are provided; in the Arts, Greek, Italian, Mandarin, Performing Arts, Physical Education and educational activities include sport, choir and band, instrumental music lessons, drama, environment and chess clubs. To complement this support for students the school operates an After School Care (SAC) Program, both before and after school, employs a registered nurse and student welfare officer. The school workforce was composed of 33.9 teachers and 11.3 non-teaching staff. The socio-economic background of the students continues to rise and enrolments increased from 535 in 2011 to 553 in 2012. As a consequence priority is now given to students where Wales Street is their closest school. Significant student improvement has been achieved in writing, number and student engagement over the past few years and a new Strategic Plan commenced in 2013 to accelerate this improvement. The school enjoys outstanding parent support and involvement which over recent has enabled a significant investment in the school's facilities

Achievement	Engagement	Wellbeing
<p>NAPLAN Year 3 results for 2013 were above the state median in Reading and Numeracy and were at a similar level to other schools after accounting for background characteristics. Year 5 NAPLAN results were also above state median and similar to other schools in the area of Reading, however Numeracy fell below the level of similar schools and is an area for continued focus in 2014.</p> <p>We aim to improve student learning through the on-going implementation of key improvement strategies such as:</p> <ul style="list-style-type: none"> <li>• Enhanced teacher effectiveness by building a performance and development culture that values professional reflection and learning, continuous improvement and teacher excellence.</li> <li>• Developing a whole school approach to the collection of a range of data and assessment measures and the capacity of staff to understand and effectively use this information to inform teaching and learning strategies and improve teacher practice.</li> <li>• Enhancing student engagement through adoption of the International Baccalaureate Organisation (IBO) Primary years Program (PYP). This development will enable the accessing and utilising of international 'best practice' in inquiry learning, teaching and ongoing professional development of staff</li> </ul>	<p>At Wales Street we believe that everyone has 'the right to feel safe and comfortable and to learn without distraction. These two rights underpin our approach to classroom management of students and allow us to provide a fair and safe working environment for staff and students. A registered school nurse and a student welfare officer have also been employed by the school to assist in addressing the welfare and wellbeing of our students. The attitudes to school survey data has shown that students feel safe and supported while at school. Since adopting the IB Primary Years Program, our focus has been on Inquiry learning and teaching which has provided students with a wide range of educational experiences and provided breadth of curriculum. The curriculum, combined with personal learning and leadership opportunities, assists students to develop strong interpersonal skills within values, attitudes and skills based environment. Student engagement is supported through the delivery of an engaging inquiry based curriculum as well as the You Can Do It social skills program. The developments in curriculum, welfare and wellbeing have seen major improvements including student attendance data which is now well above the state mean, and on overall measures, in the middle 60% band of Victorian government schools</p>	<p>In recent years the school has been restructured with the creation of an ICT centre and dedicated learning areas. The Prep - Year 2 and Year 5 – 6 buildings have been completely refurbished and through the Commonwealth Building Education Revolution (BER) a dedicated Year level 3- 4 building was constructed and has created a wonderful learning area. Our transition programs are designed to develop our students' sense of belonging and enjoyment of school. We place a priority on successful transitions into school, throughout the school and into secondary school. Student pathways and transitions are further supported through the development of a whole school approach to curriculum delivery to ensure student learning is on a continuum. All students are continuously monitored and assessed against the Victorian Essential Learning Standards (VELS) expectations. Students who are working twelve months above or below their expected year level are placed on individual learning plans to better tailor to their learning needs and to promote engagement. All PSG students have made satisfactory progress against their individual learning plans.</p>

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

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 553 students were enrolled at this school in 2013, 269 female and 284 male.

#### Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Similar</p> <p> Lower</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Relative Growth Year 3 - Year 5</b></p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>49%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>51%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>44%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>50%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>48%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	49%	22%	Numeracy	29%	51%	20%	Writing	28%	44%	28%	Spelling	27%	50%	23%	Grammar and Punctuation	25%	48%	27%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 790 1042 891"> <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>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	93 %	92 %	93 %	92 %	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	93 %	92 %	93 %	92 %										

## Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary 2013

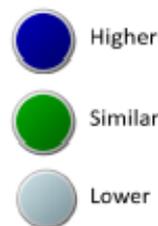
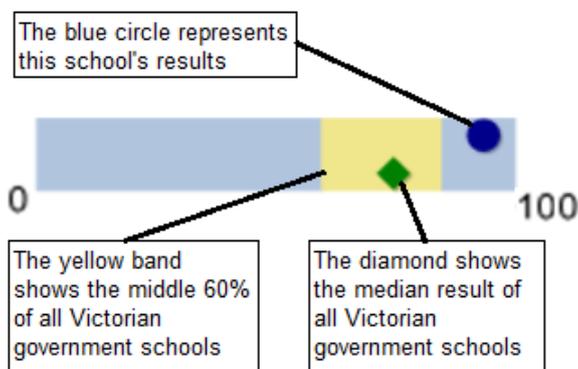
## What are student outcomes?

*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 colleges, 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.



## 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 Indigenous 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.

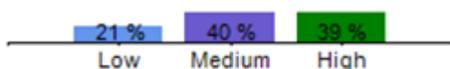
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. 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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 - Operating Statement Summary for the year ending 31st December, 2013

### Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$315,331
Government Grants Commonwealth	\$73,153
Revenue Other	\$14,636
Locally Raised Funds	\$724,629
<b>Total Operating Revenue</b>	<b>\$1,127,749</b>

Funds Available	Actual
High Yield Investment Account	\$4,574
Official Account	\$30,205
Other Accounts	\$84,231
<b>Total Funds Available</b>	<b>\$119,011</b>

Expenditure	
Books & Publications	\$27,539
Communication Costs	\$8,118
Consumables	\$106,262
Miscellaneous Expense	\$404,641
Professional Development	\$65,594
Property Maintenance	\$384,430
Salaries & Allowances	\$197,113
Trading & Fundraising	\$79,783
Travel & Subsistence	\$7,320
Utilities	\$15,330
<b>Total Operating Expenditure</b>	<b>\$1,296,130</b>

Financial Commitments	
Operating Reserve	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$24,231
Revenue Received in Advance	\$9,700
School Based Programs	\$7,433
Repayable to DEECD	\$67,647
<b>Total Financial Commitments</b>	<b>\$119,011</b>

**Net Operating Surplus/-Deficit** (\$168,381)

**Asset Acquisitions** \$11,578

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary

Deficit is offset by revenue from School Aged Care program