

2019 Annual Report to The School Community



School Name: Wales Street Primary School (3139)



- 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 2019 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 27 April 2020 at 01:04 PM by Jennifer Deeble (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

About Our School

School context

Since 1891, Wales Street has played a pivotal role in Thornbury. The school focuses on encompassing the cognitive, effective and psycho motor domains. In 2015 the school was successful in gaining accreditation for the International Baccalaureate – Primary Years Program. The school is continuing to develop this framework for inquiry based teaching ensuring our students not only develop the critical skills and conceptual understandings through quality explicit teaching but also have the ability to be effective inquirers through the International Baccalaureate Learner Profile. Specialist teachers are provided also in the Arts & Physical Education. Additional education programs include instrumental music lessons as well as lunchtime sports, chess, computer, art and garden clubs to name a few. The school workforce is composed of 38 teachers, 17 support staff and 3 principal class leaders. The school operates School Aged Care (SAC) program which is well utilized by our community. Enrolments have reduced slightly by 3% remained relatively stable have 590 students for 2019. As a result priority is given to students living closest to Wales Street PS. The Strategic and Operational Planning has assisted Wales Street to improve the outcomes for students over the last few years. Moving forward Wales Street will need to continue its careful planning, focusing as always on how best to meet the diverse needs of its students. Community support has been outstanding in recent years has enabled the school to benefit significantly to improve access to facilities and programs for students.

Framework for Improving Student Outcomes (FISO)

Curriculum Planning & Assessment - FISO DIMENSION

- Effectively use evidence and data through purposeful assessment strategies to drive teaching and learning at the identified point of student need.

In 2019 we used the Victorian Curriculum Achievement Standards to align with Program of Inquiry and monitor student progression to ensure the curriculum is covered in depth and caters for all ability levels.

We also sought to embed a whole school approach to using formative assessments to inform planning for differentiation to ensure that the appropriate point of entry is known for all students when teaching the curriculum. Some of the outcomes were that staff used pre-assessment tools to place students.

EVIDENCE OF IMPACT

Students now have improved access to the curriculum at their point of need and are progressing appropriately along the learning continuum this is also evident in the goal setting occurring in classrooms.

Using the SPA platform in 2020 will enable staff to further improve their use of the data available.

ACTIVITIES & MILESTONES

Staff participated in professional learning sessions aimed at familiarising them with using data sets for pre-assessment (for) , assessment as learning and assessment of learning

The school has commenced using the SPA data base to track all data in one location.

Building practice excellence

Embed a whole-school approach to the teaching and assessment of mathematics and analysis of data to improve consistency of teacher practice to improve student outcomes.

EVIDENCE OF IMPACT

This continued in 2019 with staff applying a whole school teaching approach (using Michael Ymer strategies).

This was further enhanced in 2019 through the Primary Maths and Science Strategy. Both teachers in training have shared their learning on Challenging tasks, building teacher maths competency and developing a more open ended approach to teaching maths concepts.

Embed a whole-school approach to the teaching of writing and reading comprehension improve consistency of teacher practice to improve student outcomes.

EVIDENCE OF IMPACT

This was refined through the coaching work done with the literacy leader and working with individual classroom

teachers on assessing comprehension levels for planning purposes. The focus in 2019 was on improving the teaching of writing through conferencing and the writer's notebook approach, broadening teacher understanding of the writing process and writing genres.

Curriculum planning and assessment

Use the Victorian Curriculum Achievement Standards to align with Program of Inquiry and monitor student progression to ensure the curriculum is covered in depth and caters for all ability levels. This continues to be worked on through the team meetings in conjunction with the PYP coordinator.

EVIDENCE OF IMPACT

Staff have developed a sound understanding of how the achievement standards relate to their inquiry units. As part of our Evaluation visit in May, we identified areas that we could improve the monitoring of the Victorian Curriculum and alignment with the PYP. Through the development of a new planner that encompasses the new Enhanced model of the PYP, we intend to implement the new planner in 2020.

Embed a whole school approach to using formative assessments to inform planning for differentiation to ensure that the appropriate point of entry is known for all students when teaching the curriculum.

EVIDENCE OF IMPACT

These are being used by teams to assist with planning units of work from the point of need Staff are using pre-tests in areas such as maths and literacy to pin point entry points for teaching concepts. This provides a more stream lined teaching and learning process.

Achievement

Four focal points were identified for 2019 :

1. To optimize the learning growth of every student in core curriculum within a culture of high expectations.

Our matched school means from 2016 to 2019 have remained almost identical indicating that Wales Street overall school performance is the same as matched like schools. This indicates that our strategies for improving and maintaining good student performance have been successful.

2. To enhance community engagement in learning (FISO Priority – Community Engagement in Learning)

Community engagement in learning has been driven through the adjustments in how we report to our parents. We have a number of ways we communicate in a written form and face to face (verbal form) with the aim of making the process more streamlined and digestible for parents. This is always a work in progress.

3. To embed consistent practice across the school (FISO Priority : Excellence in teaching and learning)

Consistent practice in writing, the teaching of spelling and maths have been a focus for the 2018 and 2019 plans. These core business areas continue to be refined as we seek to develop strong whole school consistent approaches for the benefit of our students.

4. To embed consistent teacher practice across the school (FISO Priority : Positive climate for learning)

Use of the Respectful Relationships program has seen this embedded in 2019 across all classrooms and this is clearly evident in the team planning.

Parents as Carers and Partners - FISO DIMENSION

The school worked on establishing a process with all teachers for Connecting feedback to data to inform teacher planning, increase learner agency and to better inform parents.

We also sought to build student knowledge and understanding of feedback tools for engagement and to enhance resilience, this included student goal setting, exposing students to data about their performance for reflection processes, use of rubrics to scaffold student tasks and guide student outputs.

PLT groups also include a reference to the data used to inform their planning for a unit of work.

ACTIONS –

Work was done with the School Improvement Team (SIT) to develop further their understanding of learner agency. The SIT surveyed students around their existing opinions and understandings of learner agency and shared these with staff to further improve our working knowledge of learner.

EVIDENCE OF IMPACT

Based on the pre-work completed in 2018 and 2019 :

Structures supporting learner agency will be evident in lesson structures in 2020.

Students will be able to articulate how they are involved in the learner agency process in their classrooms.

Observable behaviours that indicate the use of initiative and self-regulation by the learners.

ACTIVITIES AND MILESTONES

Professional Learning for staff on the concept of Learner Agency was conducted with leadership in 2019 and will be extended to support staff in implementation of this in their practice.

This work will continue in 2020 with a parent information session will be planned to develop improved understandings around the importance of Learner Agency and the structures being used within the school to develop this skill for students.

Building Practice Excellence - FISO DIMENSION

ACTIONS -

In 2019 we saw the development of a whole school understanding around structures and strategies for the effective teaching of writing.

Teacher moderation exercises around student writing samples to develop criteria around achievement levels.

The school went through the Evaluation process for the IB and we received many commendations and a short list of recommendations that will form the Action Plan for the next 5 years. This review is conducted by two independent IB reviewers from other IB world schools and we are assessed against the Standards and Practices and provided with feedback to support the growth of the Primary Years Program at Wales Street.

Professional Learning sessions around the DET Literacy Strategy with the concept of a mini lesson developed with all staff and their understandings of effective strategies for motivating and engaging students actively in the writing process.

ACTIVITIES AND MILESTONES

All class teachers participated in the professional learning by trialling the new approaches in their classrooms and reporting back their observations around these lessons taught.

Engagement

FISO DIMENSION - To enhance community engagement in learning (FISO Priority – Community Engagement in Learning)

Suggestions for various strategies were discussed and shared with the various learning teams. Ensuring agency through use of the PYP inquiry model was one strategy that was agreed upon. Changing the writing process to allow more learner choice was another trialled strategy discussed at staff meetings.

Another initiative has been to improve the school climate through the continued attempt to include parent input more in providing feedback about what reporting formats they prefer. This has involved short surveys and trialling new structures for reporting such as Interim Reports and Learning Tasks.

A focus on attendance with the school community - publishing information through school communication channels (reminders for families).

Streamlining our communication strategy using Compass as our main source of information and reviewing the capabilities of the website will lead to a new website being developed that is more parent friendly and is easier to

manage.

The percentage positive responses have not changed dramatically for the majority of areas measured.

Adjustments to learning environments (agency) by staff for students and reporting formats (based on parent feedback) have been some of the inputs over the past 12 months.

These measures will be evaluated again in 2020 with the further development of the learner agency concept and further adjustments on how we share student progress data with parents (i.e.) report to parents. An 'in-time' process is still in development through the use of Learning Tasks.

2019 saw the development of the schools digital technologies blue print which examined how we could be better utilising technology to provide improved engagement and curriculum access for our students. 2020 will see the second year of a 1:1 ipad program for the Grade 4 students with two grade levels enrolled in the program leading to the full implementation of a 1:1 BYOD program from grade 4-6 by the 2021. Class sets of iPads in grades F-3 will improve students use and understanding of the use of technology to support learning.

Wellbeing

In 2019, we continued to develop our Action Plan as a lead school for the Rights, Resilience and Respectful Relationships initiative. As a lead school we are responsible for working with partner schools and attending DET workshops to embed the program at a system level.

Our school's involvement included:

- teaching the RRRR curriculum across all levels of the school
- building awareness through school communications about the program
- conducting special days that celebrate diversity and gender equality
- auditing our school library books and literature to be more gender balanced.
- conducting information night for parents about Child Wise

We aligned the RRRR lesson plans with our Units of Inquiry and incorporated the Child Wise Protective Behaviors lessons into our Learn to Learn induction program. Our school is involved in the three year Melbourne University study on the effectiveness of the RRRR curriculum which requires our students to participate in an annual survey on health and wellbeing.

We provided professional development for a cross section of staff to further build capacity and understanding of the program and the issues of gender equity and violence against women. Almost half of the teaching staff have been trained to deliver the RRRR program and our Action team met regularly to monitor progress.

Our students have taken action in forming an Equity group which works alongside our Junior School Council. The group's main focus is on diversity and building awareness of Gender Equity.

Financial performance and position

Carried forward fundraising monies have been targeted toward installation of a Nature Play area & for Shade Sails. A donation of \$20,000.00 was gratefully received from The Lions Club toward the Shade Sail project in 2019. Planning and expenditure of both projects are overseen by School Council and Finance sub-committee. Equity funding was directed toward small group intervention for students and toward staff professional development in the area of Assessment in order to improve teaching & learning and student outcomes. Additional funding was received from State Government for the Learning Difficulties Toolkit Pilot program this program was a Melbourne University and Department of Education initiative and was used to up-skill two of our senior staff in the use of the kit who intern provided support to other teaching staff.

A deficit was carried over in the Student Resource Package which is due to school based programs (SAC & School Nurse) where staff are paid through the central payroll but are funded through locally raised funds. These funds are repaid through the quarterly cash grants.

For more detailed information regarding our school please visit our website at
www.walesstps.vic.edu.au

Draft

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 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

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 588 students were enrolled at this school in 2019, 303 female and 285 male.

7 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	74.3	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	72.2	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	95.0	89.7	81.7	95.0	Below
Mathematics	96.5	90.3	81.8	95.8	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	84.4	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	77.6	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	90.6	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	86.0	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	88.0	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	83.2	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	87.6	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	81.1	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	27.4	44.0	28.6
Numeracy	15.5	58.3	26.2
Writing	19.5	41.5	39.0
Spelling	29.3	53.7	17.1
Grammar and Punctuation	19.5	50.0	30.5

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.7	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	13.9	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	94	92	93	93	93	92	91

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.0	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	81.2	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.3	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	76.6	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$4,260,592
Government Provided DET Grants	\$226,208
Government Grants Commonwealth	\$258,431
Government Grants State	\$5,009
Revenue Other	\$37,032
Locally Raised Funds	\$969,302
Capital Grants	\$0
Total Operating Revenue	\$5,756,574
Equity ¹	Actual
Equity (Social Disadvantage)	\$9,442
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,442
Expenditure	Actual
Student Resource Package ²	\$4,429,490
Adjustments	\$0
Books & Publications	\$29,858
Communication Costs	\$12,982
Consumables	\$129,454
Miscellaneous Expense ³	\$394,972
Professional Development	\$22,105
Property and Equipment Services	\$291,126
Salaries & Allowances ⁴	\$352,406
Trading & Fundraising	\$103,233
Travel & Subsistence	\$770
Utilities	\$43,861
Total Operating Expenditure	\$5,810,257
Net Operating Surplus/-Deficit	(\$53,683)
Asset Acquisitions	\$38,142

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$484,124
Official Account	\$40,783
Other Accounts	\$9,331
Total Funds Available	\$534,238

Financial Commitments	Actual
Operating Reserve	\$213,832
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$26,998
School Based Programs	\$1,693
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,923
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$211,273
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$461,719

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. 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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only 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.

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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').