All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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

Wembley Primary School is located in the City of Maribyrnong on the border of the City of Hobson’s Bay and in 2013 had an enrolment of 590 students. It is in the mid-high range of socio-economic profile, with a mid-high proportion of students from English as second language background. The school has a staff of 55.25 equivalent full-time, made up of 43 teaching staff and 12.25 Education Support Staff.

Wembley Primary School provides a concept based curriculum with a strong focus on Literacy and Numeracy, complemented by specialist programs in Physical Education, Performing and Visual Arts. The school also provided enrichment programs in Writing, Visual Art, Instrumental Music and Drama.

Teaching practices across the school are informed by evidence based strategies that have high impact on student learning. Professional learning is an integral part of the operation of the school, and collaborative teams are the focal point for planning and development of the teaching and learning and the improvement of teacher practice.

Wembley Primary School provides a quality learning culture that is orderly, safe, secure and inclusive. This culture is strongly influenced by the school’s values which focus on the rights and responsibilities of students, teachers and parents. The school motto is ‘Striving for Success’ and the Student Engagement and Wellbeing policy underpins the management and teaching practices at Wembley Primary School.

#### Achievement

- Our AusVELS teacher assessment in English indicates that students are performing at a similar level to that of students in schools with similar student intake.
- Our AusVELS teacher assessment in Mathematics indicates that students are performing at a higher level to that of students in schools with similar student intake.
- Our Year 3 NAPLAN data places us well above the state median for all Victorian Government schools in Reading and Numeracy. Results in Reading and Numeracy indicate that our students are performing at a higher level to that of students in schools with a similar student intake.
- Our Year 5 NAPLAN data places us well above the state median for all Victorian Government schools in Reading and Numeracy. Results in Reading and Numeracy indicate that our students are performing at a similar level to that of students in schools with a similar student intake.

We have implemented a guaranteed and viable curriculum which ensures a consistent and coherent approach to teaching and learning. We focus on individual conferencing and goal setting to ensure that student learning is differentiated and personalised.

Teachers work in collaborative teams to track student progress in order to ensure that the needs of all students are being met. English and mathematics consultants and coaches as well as a Digital learning coach provide leadership and support the development of curriculum and instruction.

#### Engagement

- Our Student Engagement data indicates that we are achieving above the state median and at a similar level to that of schools with similar student intake. Students feel stimulated and supported in their learning.
- Leadership opportunities are extended to students across the school. Student representatives from Years 1 to 6 participate in the Junior School Council, which actively works to improve the school for all students. The Year 6 students continue to be motivated and inspired by participation in the Peer Mediator program and the opportunities provided for them to nominate for School Captain or Sports Captain leadership positions.
- Lunchtime activities, clubs and sport training sessions engage and support students across the school.
- In 2013 a ‘Tuesday Club’ was established primarily to support students to develop social skills. Initially students identified with social issues were invited to attend, however, the club is now open for all interested. Attendance throughout the year has steadily increased and students look forward to their “T Club” lunchtime. Parent helpers are regular volunteers in these sessions too.

The One to One MacBook program engages and motivates students in Years 4 to 6, in their learning. The provision of iPads for the younger students has also had a positive impact on student engagement as they are able to access a range of educational applications that reinforce aspects of their learning.

#### Wellbeing

- Our Student Wellbeing data indicates that we are achieving above the state median and at a similar level to that of schools with similar student intake.
- The School Values are embedded in the daily programs across the school and are clearly understood by all students.
- Agreements, that are developed with the students are based on the values and explicitly state the rights and responsibilities of all members of the school community (students, staff and parents).
- The Program for Students with Disabilities (PSD) supports fourteen students across the school with hearing, intellectual, social-emotional and behavioral disabilities.
- Support is provided to students and regular Student Support Group meetings are held with parents. Individual Learning Plans with SMART goals are set for these students and reviewed and updated regularly. All students are achieving their individual goals and progressing well.
- The provision of a Dyslexia Coach in 2013 to support students and work with class teachers has had a positive impact.
- The Language Support Program targets students with auditory processing and phonemic awareness difficulties.
- A Writing Enrichment group was facilitated by our English Consultant and this was enthusiastically attended.

Lateness continues to be an issue and is addressed by newsletter articles and parent information forums throughout the year. Extended family holidays contribute to student absences.

For more detailed information regarding our school please visit our website at [http://www](http://www)
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.

### School Profile

**School Enrolments**

A total of 590 students were enrolled at this school in 2013, 281 female and 309 male.

### Overall socio-economic profile

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

- low
- low-mid
- mid
- mid-high
- high

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

- low
- low-mid
- mid
- mid-high
- high

### 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.

- 1
- 2
- 3
- 4
- 5
- 6
- 7

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

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students in Years Prep to 6 with a grade of C or above in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• English</td>
<td>Results: English</td>
<td>Similar</td>
</tr>
<tr>
<td>• Mathematics</td>
<td>Results: Mathematics</td>
<td>Higher</td>
</tr>
<tr>
<td>The grades are the same as those used in your child's end of year report.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 'C' rating means that a student is at the standard expected at the time of reporting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAPLAN Year 3</td>
<td>Results: Reading</td>
<td>Higher</td>
</tr>
<tr>
<td>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</td>
<td>Results: Reading (4-year average)</td>
<td>Higher</td>
</tr>
<tr>
<td>Year 3 assessments are reported on a scale from Bands 1-6.</td>
<td>Results: Numeracy</td>
<td>Higher</td>
</tr>
<tr>
<td>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</td>
<td>Results: Numeracy (4-year average)</td>
<td>Higher</td>
</tr>
<tr>
<td>NAPLAN Year 5</td>
<td>Results: Reading</td>
<td>Similar</td>
</tr>
<tr>
<td>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</td>
<td>Results: Reading (4-year average)</td>
<td>Similar</td>
</tr>
<tr>
<td>Year 5 assessments are reported on a scale from Bands 3-8.</td>
<td>Results: Numeracy</td>
<td>Similar</td>
</tr>
<tr>
<td>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</td>
<td>Results: Numeracy (4-year average)</td>
<td>Similar</td>
</tr>
</tbody>
</table>
### Performance Summary

**Achievement**

**NAPLAN Relative Growth Year 3 - Year 5**

Relative gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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’.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low: 20%</td>
<td>Medium: 60%</td>
<td>High: 30%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low: 12%</td>
<td>Medium: 63%</td>
<td>High: 25%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low: 22%</td>
<td>Medium: 68%</td>
<td>High: 30%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low: 29%</td>
<td>Medium: 48%</td>
<td>High: 24%</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low: 15%</td>
<td>Medium: 65%</td>
<td>High: 29%</td>
</tr>
</tbody>
</table>

NAPLAN Relative Growth does not require a School Comparison.
Performance Summary

Engagement

Student Attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Student Outcomes
Results: 2013
Results: 2010 - 2013 (4-year average)

School Comparison
Similar
Similar

Average 2013 attendance rate by year level:

<table>
<thead>
<tr>
<th></th>
<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></td>
<td>93 %</td>
<td>94 %</td>
<td>93 %</td>
<td>94 %</td>
<td>93 %</td>
<td>93 %</td>
<td>93 %</td>
</tr>
</tbody>
</table>
## Wellbeing

**Students Attitudes to School**

Derived from the *Attitudes to School* 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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results: 2013</strong></td>
<td>![Similar]</td>
</tr>
<tr>
<td><strong>Results: 2010 - 2013 (4-year average)</strong></td>
<td>![Similar]</td>
</tr>
</tbody>
</table>
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.


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

### Revenue
- Government Provided DE&T Grants: $404,193
- Government Grants Commonwealth: $83,193
- Revenue Other: $28,793
- Locally Raised Funds: $753,341

**Total Operating Revenue**: $1,269,520

### Expenditure
- Books & Publications: $1,663
- Communication Costs: $12,086
- Consumables: $155,049
- Miscellaneous Expense: $204,190
- Professional Development: $47,119
- Property Maintenance: $305,871
- Salaries & Allowances: $241,458
- Trading & Fundraising: $78,596
- Utilities: $42,443

**Total Operating Expenditure**: $1,088,475

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

### Funds Available
- High Yield Investment Account: $180,082
- Official Account: $28,205
- Other Accounts: $374,528

**Total Funds Available**: $582,816

### Financial Commitments
- Operating Reserve: $168,219
- Asset/Equipment Replacement < 12 months: $50,000
- Capital - Buildings/Grounds incl SMS<12 months: $100,000
- Maintenance - Buildings/Grounds incl SMS<12 months: $64,596
- Repayable to DEECD: $67,524
- Capital - Buildings/Grounds incl SMS>12 months: $132,476

**Total Financial Commitments**: $582,816

### Net Operating Surplus/-Deficit
- $181,044

### Asset Acquisitions
- $12,294

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**

The biggest expenditure items for 2013 were Furniture and Equipment, Salaries and Allowances, Miscellaneous and Consumables – all of which supported student learning and improved learning outcomes.

Salaries and Allowances was spent on staffing the Out of School Hours Care Program and the replacement of class teachers when on leave or attending professional learning activities.

Consumables included photocopying, class materials and office and teacher requisites. Furniture and Equipment included the purchase of laptops for the 1:1 program.

Miscellaneous was money spent on excursions and camps – basically money collected from parents and paid out to providers.

The school’s expenditure focus in 2014 will continue to on purchasing items and services to enhance student engagement and learning.