

2016 Annual Report to the School Community



School Name: Woodlands Primary School

School Number: 5319

Name of School Principal:	Jim Wilson _____
Name of School Council President:	Ewan Humphrey _____
Date of Endorsement:	15 March 2017 _____

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 regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Woodlands is located in a beautiful treed enclave on the fringe of Langwarrin, 40 kilometres to the south of the Melbourne CBD. The school has been open for twenty years. There are new housing estates within the area and further local residential developments are planned.

The school enrolment continues to increase with numbers reaching the 874 student mark in 2016. Further enrolment growth is anticipated. A zone has been established to assist with the increase in enrolment demand from students residing outside of the local area. Based on the school's Student Family Occupation index, Woodlands' Overall Socio-Economic Profile sits in the mid range.

As a result of the school review a new organizational structure was established. Two leading teachers supports the Principal and Assistant Principal, assuming the role of overseeing curriculum development in Mathematics and English. The Assistant Principal also has the role in curriculum development and student welfare. Sub-School Leaders (F-1, 2-4 & 5-6) lead curriculum development in their areas and, along with the Assistant Principal and Mathematics and English leaders, form the Curriculum Team. Experienced teachers lead year level teams and form the Team Administrators Group. Representatives from each year level team make up the English, Mathematics, Welfare and Teaching & Learning Professional Learning Teams. Non-teaching staff include the Business Manager, four office clerical staff, a library technician and six integration aides.

There are 38 classes supported by co-curricular programs in Physical Education, Visual Art, Library, ICT, Performing Arts, Science and Media Studies. In addition to formal lessons in these areas, students benefit from timetabled access to a wide range of programs including Woodlands FM and Woodlands TV, swimming, choir, recorder group, camps, interschool sports, excursions, school based activities and cultural performances. Lunchtime Clubs were introduced in 2016 to provide further opportunities for our students and to support those students who need structure at Snack and Lunchtime. The local community also enjoys the school's facilities with clubs and sporting groups holding training sessions before and after school.

Woodlands actively encourage a partnership with parents. Parent involvement in the school is welcomed and includes an active Parent and Friends Group and many opportunities for parent involvement in the classroom programs. The school is an active member of the Central Peninsula Network and has close relationships with other Langwarrin schools. The local secondary school is Elisabeth Murdoch College and the school works closely with the college to support the transition of students into this and other secondary schools.

Woodlands boasts functional, well maintained, attractive and well-equipped buildings that blend into the bush land setting. Many of the 38 classrooms can operate as open double rooms to enable staff to team-teach. All classrooms have interactive white boards or televisions, iPads, laptops and desktop computers for individual or small groups use. Specialist facilities include a large Resource Centre that incorporates a computer lab, library and teacher resources; a Performing Arts Hall incorporating music, media and art rooms; a Stadium with a basketball court, change rooms, kitchen and science room; two synthetic sports fields and two outdoor basketball courts; an intervention centre, staff and administrative facilities.

Spacious grounds provide the capacity for further enrolment growth at Woodlands. In summary, this school presents as a most attractive, much loved and high achieving suburban primary school.

Framework for Improving Student Outcomes (FISO)

In 2016 the school focused on the FISO improvement initiatives listed below.

Excellence in Teaching & Learning

A successful transition towards the Victorian Curriculum was a large focus in 2016. A shift to an inquiry based learning approach and restructuring of planning documentation was pivotal in this transition. English and Mathematics curriculum leaders were also appointed to drive these curriculum areas and provide staff with professional development and mentoring. As a result we have greater consistency with planning and assessment across all areas of the school.

Professional Leadership

Professional leadership and professional learning was a priority in 2016. Changes to our Specialist program allowed for all full time teaching staff to access 1 hour of professional learning time per week. This time was used for a number of professional learning activities including, but not limited to, peer observations, teacher led inquiries, leadership courses with Bastow, school visits and team teaching. We had a number of staff complete leadership courses through the Bastow Institute of Educational Leadership and many staff take on leadership positions through the Sub School and Team Administrator teams.



Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.

At Woodlands, teachers have worked continuously at improving teacher practice through on going Professional Development, collaborative planning and improved moderation of student outcomes against the Victorian Curriculum. The results in 2016 were pleasing, with both Year 3 and 5 students' NAPLAN scores consistently coming in above the median for Victorian schools. The recently received Supplementary School Level Report indicates that our NAPLAN data is the highest, in all areas, of similar schools in our network and achieving very well compared to similar schools in the state.

To ensure that all students achieve optimum learning growth in English and Mathematics our strategic goals focus on an increased emphasis on explicit teaching of Reading comprehension and Mathematics skills across the school, lead by English and Mathematics leaders. In 2016 the focus was on providing consistency of planning documentation and providing a Professional Learning program that enabled teachers to focus on improving their practice focusing on areas required to improve their students' outcomes.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student absences fall below state medians, with attendance averaging at 94%. The staff are committed to maintaining and/or improving high levels of attendance through classroom programs, expectations and rewards. The school mission statement "Be Your Best" provides staff with a platform to encourage engagement and attendance.

Programs are offered to students promote opportunities for individualism. Specialist classes are offered to all students, and are progressive to assist with a smooth transition into secondary school. The introduction of Lunchtime Clubs is designed to cater for the needs and interests of a wide range of students.

Wellbeing

Outcomes for student wellbeing at Woodlands Primary School compare similarly with other schools. Student connectedness is similar to the Victorian school's median, with students generally feeling positive at school. Student Perception of Safety was also at a similar level to other Victorian schools. The school offers several wellbeing programs that provide opportunities for students to stay connected and engaged. Positive teacher/student relationships are valued and fostered. The whole school values of Respect, Integrity, Trust and Empathy are both modeled and rewarded. The school has positive relationships with outside agencies to ensure students have access to required services.

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



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 874 students were enrolled at this school in 2016, 433 female and 441 male. There were 1% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Higher</p> <p> Similar</p> <p> Higher</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>53%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>48%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>55%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>58%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>49%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	53%	27%	Numeracy	19%	48%	33%	Writing	22%	55%	23%	Spelling	22%	58%	20%	Grammar and Punctuation	18%	49%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	93 %	93 %	93 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	93 %	93 %	93 %	94 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

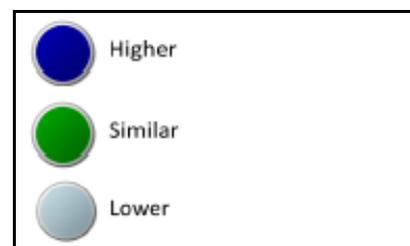
What are student outcomes?

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, P-12 and specialist schools, 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.

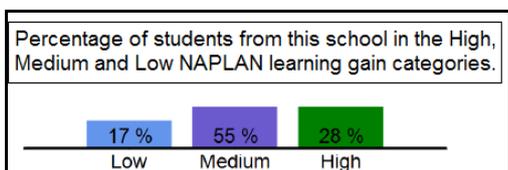
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 Aboriginal 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.

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 and position commentary

The school remains in a sound financial position with a net operating surplus. The 2016 budget was supplemented by funds carried forward from 2015. In ensuring the school's resources were supported a planned budget was presented to School Council to support the school's educational priorities and goals. Financial commitments were met within the budget, actual revenue and expenditure reports were presented to School Council throughout the year for transparency. Parents and Friends were again very active with their fund raising.

In 2016 the school's financial records were audited and all recommendations have been actioned.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$5,594,087
Government Provided DET Grants	\$800,093
Government Grants Commonwealth	\$9,770
Revenue Other	\$21,815
Locally Raised Funds	\$415,185
Total Operating Revenue	\$6,840,951

Expenditure	
Student Resource Package	\$5,450,050
Books & Publications	\$11,271
Communication Costs	\$6,582
Consumables	\$99,775
Miscellaneous Expense	\$461,366
Professional Development	\$17,522
Property and Equipment Services	\$388,569
Trading & Fundraising	\$74,921
Utilities	\$43,116
Total Operating Expenditure	\$6,553,171
Net Operating Surplus/-Deficit	\$287,780
Asset Acquisitions	\$9,460

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$15
Official Account	\$8,275
Other Accounts	\$842,315
Total Funds Available	\$850,605
Financial Commitments	
Operating Reserve	\$49,142
Asset/Equipment Replacement < 12 months	\$69,046
Capital - Buildings/Grounds incl SMS<12 months	\$86,708
Maintenance - Buildings/Grounds incl SMS<12 months	\$116,654
Revenue Receipted in Advance	\$225,866
School Based Programs	\$58,512
Provision Accounts	\$138,882
Other recurrent expenditure	\$5,103
Asset/Equipment Replacement > 12 months	\$100,693
Total Financial Commitments	\$850,605

Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.