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The school has been open for 21 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 887 student mark in 2017. 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 Student Family Occupation and Education index 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 2017 the school focused on the FISO improvement initiatives listed below.  **Excellence in Teaching & Learning**  Consistency of practice was a large focus for Woodlands in 2017. The employment of a Teaching & Learning Leading Teacher was pivotal in ensuring consistency in the quality of teaching across the school. New protocols for observations, mentoring and modelled teaching were rolled out with all staff accessing this support. As a result there is greater consistency across the school in regards to pedagogical approach, leading to consistent teaching strategies, language and assessment.  **Community Engagement in Learning / Positive Climate for Learning**  The refining of student wellbeing protocols and procedures was a key focus in 2017. The appointment of a psychologist to oversee these improvements was a key element in ensuring that all staff are aware of the processes, supports and interventions available to assist members of our school community. The development of the THRIVE Positive Education network with the other 3 Langwarrin schools is aimed at tackling student mental health in a proactive space. Increasing the amount and quality of parent engagement with the school through improved communication was highlighted by the implementation of Seesaw: The Learning Journal throughout the school. This app allows parents and other family members to engage with their child’s learning. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | |  | | --- | | A continued focus on professional learning and leadership development amongst staff has ensured that a consistent pedagogical approach is used across the school. This along with a thorough and consistent assessment schedule, collaborative planning and regular moderation against the Victorian Curriculum has ensured the school has maintained excellent results when compared to similar schools.  The 2017 NAPLAN data was again pleasing, with higher average scale scores in most areas when compared to like schools and the state median. We again compared very well to other schools in our network with the percentage of students with high learning gain (Grade 3 to Grade 5) exceeding that of similar schools in the areas of reading, writing and mathematics.  The focus of improving student outcomes will continue at Woodlands with an emphasis placed on ensuring our mid – high achieving students maintain the same levels of learning growth through the middle and senior school. | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | Student absences fall below state medians, with attendance averaging at 93% across the school. The staff are committed to maintaining and/or improving high levels of attendance through thorough student wellbeing protocols, involvement in the THRIVE Positive Education network, 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 the managing on bullying at Woodlands was also similar to the Victorian school’s median.  The school offers several wellbeing programs that provide opportunities for students to stay connected and engaged. The employment of a trained psychologist to oversee the student wellbeing program and protocols has been key in ensuring the best programs and supports are in place. Positive teacher/student relationships are valued and fostered. The whole school focus on Positive Education is aimed at taking a proactive approach towards student mental health and wellbeing. 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  www.woodlandsps.vic.edu.au | | |  | | |  | | | |  | | --- | |  | | |

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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.  Members of the community can contact the school for an accessible version of these data tables if required. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 887 students were enrolled at this school in 2017, 452 female and 435 male.  1 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students. | | | | | |  |  |  | | |  | | --- | | Overall Socio-Economic Profile  Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | Parent Satisfaction Summary  Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | School Staff Survey  Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).  Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. | | | | |  | | --- | |  | |  | |  | | | |  |  | | | | | |

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Year 3 assessments are reported on a scale from Bands 1 - 6. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | | |  | | --- | | NAPLAN Year 5  The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.  Year 5 assessments are reported on a scale from Bands 3 - 8. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | | | | |  |  |  |  |  | |  |  |  |  | | |  |  |  |  |  | |  |  |  | | | |  |  |  |  |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | | | | |  |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **School Comparison**  A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.  Average 2017 attendance rate by year level: | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 93 % | | |  | | --- | | 92 % | | |  | | --- | | 93 % | | |  | | --- | | 94 % | | |  | | --- | | 92 % | | |  | | --- | | 92 % | | |  | | --- | | 92 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | |  |  |  | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | | | |  | | |

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**‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | More information on School Comparison performance  measures can be found at:  [http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) | | | | |  |  |  |  |  | |  | |  | | --- | | **What does ‘*Data not available’* 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 and Community Schools 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 their first 11 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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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  - 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)  - 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 *School Comparison* referto?**  TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.  The comparison measure 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. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | | | | |  |

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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | **Financial Performance and Position** | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  | |  | | --- | | **Financial performance and position commentary** | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | The school is in a sound financial position and operating within the Programme Budget presented to and approved by School Council.  Parents and Friends are consistent with their fundraising activities, funds raised are used to support the 2017/2018 program budget. Financial Commitment Summary 31st December 2017 contains committed funds for future maintenance of the buildings and grounds, plus IT equipment replacement.  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. | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $275,991 | | Official Account | $54,389 | | Other Accounts | $597,174 | | **Total Funds Available** | **$927,554** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $5,833,203 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $696,758 | | Government Grants Commonwealth | $9,608 | | Revenue Other | $29,224 | | Locally Raised Funds | $744,899 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$7,313,692** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $43,355 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$43,355** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $171,762 | | **Total Financial Commitments** | **$171,762** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $5,763,647 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $12,077 | | Communication Costs | $7,587 | | Consumables | $102,811 | | Miscellaneous Expense³ | $501,452 | | Professional Development | $29,020 | | Property and Equipment Services | $308,073 | | Salaries & Allowances⁴ | $29,031 | | Trading & Fundraising | $72,617 | | Utilities | $56,027 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$6,882,342** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **$431,350** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **$26,022** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (1) The Equity funding reported above is a subset of overall revenue reported by the school  (2) Student Resource Package Expenditure figures are as of 05 March 2018 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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |