

# 2018 Annual Report to The School Community



School Name: Woodlands Primary School (5319)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2018 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 18 March 2019 at 01:34 PM by James Wilson  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 23 April 2019 at 10:46 AM by Lisa Meddings  
(School Council President)

## 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 22 years. There are new housing estates within the area and further local residential developments are planned.

The school enrolment remains steady with numbers reaching the 879 student mark in 2018. 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.

The Woodlands School Leadership Team is made up of the Principal, Assistant Principal, Leading Teacher in charge of curriculum development and a Student Welfare Coordinator. They are supported by appointed leaders, overseeing mathematics and English. Year level representatives lead curriculum development in their areas and, along with the assistant Principal, Leading Teacher and English & Mathematics leaders, make up the Curriculum Team. Experienced teachers lead year level teams and form the Team Administrators group. Non-teaching staff include the Business Manager, four office clerical staff, a Library Technician, Grounds and Maintenance Manager and five integration aides.

There are 38 classes supported by co-curricular programs in Physical Education, Visual Art, Library, ICT, Performing Arts, Science and Italian. In addition to formal lessons in these areas, students benefit from timetabled access to a wide range of programs including 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. This has expanded to include two clubs per day. 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, forming the THRIVE Positive Education Network. The local secondary school is Elisabeth Murdoch College and Woodlands work closely 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 2018 the school focused on the FISO improvement initiatives listed below.

Excellence in Teaching & Learning

Differentiation and teaching to the students' point of need was a focus in 2018. All staff undertook training about challenging learning, ensuring staff are well equipped with the knowledge and strategies to challenge our high achieving students. An extension group was also trialled for Years 2 - 5. Pre and post testing data indicating it was a success. Effective differentiation will continue to be a focus in 2019.

#### Community Engagement in Learning / Positive Climate for Learning

Further implementation of the Langwarrin Positive Education Network THRIVE program was a key focus in 2018. Woodlands staff participated in a number of school focused and network wide professional learning. This saw THRIVE become a key aspect of the Woodlands curriculum and a common language within the community. THRIVE was supported by The Resilience Project who ran sessions for staff, parents and students throughout the year.

Parent/carer communication and involvement was also high on the priority list in 2018. The introduction of the Compass Parent Portal ensured streamlined communication between school and home. The releasing of Compass modules such as permission and payments ensured consistent and efficient processes are in use. Termly open afternoons and parent information sessions were also run, giving parents an opportunity to learn more about and actively engage in 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 2018 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 writing and mathematics. Our Grade 5 NAPLAN reading data however declined when compared to previous years. The school Curriculum Team completed a full analysis of the NAPLAN reading data and found areas that we will continue to work on and improve.

The focus of delivering content through explicit instruction and developing consistent planning documentation school wide will be a priority at Woodlands Primary School. Emphasis will be placed on ensuring our 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 expansion of our Lunchtime Clubs program has proven to be a success, providing students with alternative places to go during lunch. The clubs are 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. We are fortunate to have a trained psychologist to oversee the student wellbeing program and protocols. This is key in ensuring the best programs and supports are in place at Woodlands Primary School. Positive teacher/student relationships are valued and fostered and are extremely important to us. 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.

### **Financial performance and position**

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 2018/2019 program budget. Financial Commitment Summary 31st December 2018 contains committed funds for future maintenance of the buildings and grounds (including long term capital commitments), 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.

**For more detailed information regarding our school please visit our website at**  
<https://woodlandsps.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 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 879 students were enrolled at this school in 2018, 456 female and 423 male.

1 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: Medium

### 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
<b>Percent endorsement (latest year)</b>	85.7	85.1	78.3	91.6

### 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
<b>Percent endorsement (latest year)</b>	82.5	77.7	66.6	86.7

**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.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## 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	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	92.6	90.1	82.6	95.3	Similar
Mathematics	91.7	91.1	84.0	96.4	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	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	84.7	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	83.9	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	70.2	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	68.9	55.6	37.0	75.0	Higher

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	82.4	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	74.3	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	74.9	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	71.1	54.8	39.2	71.4	Higher

### 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'.

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 Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	26.3	56.6	17.2
Numeracy	12.1	46.5	41.4
Writing	15.2	53.5	31.3
Spelling	34.0	42.0	24.0
Grammar and Punctuation	21.0	42.0	37.0

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.7	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	13.7	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 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	92	93	93	92	90

## 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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	89.2	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	87.9	81.7	73.8	88.7	Similar

**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	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	87.8	81.2	72.2	90.3	Similar
<b>Percent endorsement (2 year average)</b>	86.7	81.8	73.7	89.7	Similar



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$5,945,972
Government Provided DET Grants	\$737,444
Government Grants Commonwealth	\$14,124
Government Grants State	\$0
Revenue Other	\$18,154
Locally Raised Funds	\$226,823
<b>Total Operating Revenue</b>	<b>\$6,942,517</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$42,898
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$42,898</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,857,927
Adjustments	(\$14,873)
Books & Publications	\$5,272
Communication Costs	\$6,928
Consumables	\$215,505
Miscellaneous Expense <sup>3</sup>	\$611,654
Professional Development	\$22,064
Property and Equipment Services	\$241,710
Salaries & Allowances <sup>4</sup>	\$779
Trading & Fundraising	\$31,300
Travel & Subsistence	\$0
Utilities	\$66,228
<b>Total Operating Expenditure</b>	<b>\$7,044,495</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$101,978)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$280,109
Official Account	\$101,413
Other Accounts	\$557,128
<b>Total Funds Available</b>	<b>\$938,651</b>

Financial Commitments	Actual
Operating Reserve	\$184,986
Other Recurrent Expenditure	\$13,883
Provision Accounts	\$0
Funds Received in Advance	\$211,714
School Based Programs	\$80,069
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$210,000
Maintenance - Buildings/Grounds < 12 months	\$8,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$150,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$938,651</b>

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 04 Mar 2019 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 SCHOOL COMPARISON REFER TO?

The 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 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 shows that most schools are achieving results that are '**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.

## 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 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 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').